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ABSTRACT

This general curriculum guide identifies certain skills students in kindergarten through grade 12 need to become independent in the use of informational resources, and provides a sequenced continuum of library study skills to be taught systematically, with examples of objectives, activities, resources, and evaluation methods. Since this is a planning document for school administrators, teachers, and librarians, each school will need to plan an articulated curriculum based on this guide in order to meet its own needs. The major areas covered include identification, selection, and location of a variety of resources, use and application of resources, and the production and appreciation of resources. Part one of the guide covers the sequential development of study skills related to library use and the relationship of the instructional objectives to state performance expectations. Part two presents instructional objectives, suggested activities, suggested resources, and evaluation methods for library skills development at the primary, upper elementary, intermediate, and high school levels. The appendix lists available resources for teaching library skills. (Author/CWM)

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STUDY SKILLS RELATED TO LIBRARY USE: A K-12 CURRICULUM GUIDE FOR TEACHERS AND LIBRARIANS

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

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School Library Services and Federal Program Unit
Multimedia Services Branch
Office of Instructional Services
Department of Education
State of Hawaii
June, 1978

1959

The Honorable George R. Ariyoshi
Governor, State of Hawaii

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> "Those who learn to retrieve and store information without developing the capacity to discriminate and choose that information may well become slaves to second-hand, ready-made opinions."
> ---Dr. Kay E. Vandergrift, Columbia U.

FOREWORD

The principal goal of this guide is to help students develop the skills needed to become independent, resourceful users of information. To accomplish this, a program and environment need to be created that will help students enjoy the library experience and recognize the library as a valuable resource towards accomplishment of their personal and educational goals.

This K-12 curriculum guide should be used in a flexible manner, and students should progress through it according to their ability. To accomplish this in the most effective manner, librarians and teachers need to work closely together so that skills systematically taught will be reinforced and applied in relevant learning experiences.

An effective program should be planned with the recognition that study skills are lifetime tools that can best be taught when integrated with the curriculum. Integration is best achieved when there is total commitment of staff -- administrator, teacher, librarian. With a continuous, cooperative teaching arrangement between teacher and librarian, students can be provided meaningful experiences which will assure retention of these skills to achieve success in the classroom. The learning of library and study skills becomes more meaningful by taking the student where he is and relating the instruction to his needs and interests growing out of classroom assignments.

Charles G Clark

Charles G. Clark, Superintendent

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First Phase of the Project

Mrs. Victoria Bannan
Librarian
Stevenson Intermediate School, DOE

Mrs. Beverly Fujita
Librarian
Central Intermediate School, DOE

Mrs. Grace Fujiyoshi
Librarian
Kalihi-Kai Elementary School, DOE

Mrs. Carol Krueger
Librarian
Waianae High School, DOE

Mrs. Alma Nagao
Librarian
Aina Haina Elementary School, DOE

Mrs. Margaret Nakamura
Librarian
Barber's Point Elementary School, DOE

Mrs. Toyoko Nakamura
Librarian
Anuenue Elementary School, DOE

Mrs. Myrna Nishihara
Librarian
Likelike Elementary School, DOE

Mrs. Naomi Okuma
Librarian
Kahala Elementary School, DOE

Mrs. Patsy Suyat
Librarian
McKinley High School, DOE

Mrs. Nora Uratani
Librarian
Lunalilo Elementary School, DOE

Second Phase of the Project

Mrs. Camille Almy
Program Specialist
Exceptional Children Section, DOE

Dr. Donald Aten, Prof. of Education
Div. of Field Serv., College of Ed.
University of Hawaii

Dr. Therese Bard
Graduate School of Library Studies
University of Hawaii

Mr. Robert Donigan
Administrator
Media Services and Production
Section, DOE

Miss Minnie Fujita
Curriculum Specialist
Honolulu District Office, DOE

Mrs. Nancy Hiu
Program Specialist
Language Arts (HEP), DOE

Mr. Stanley Koki
Program Specialist
FPAIS, DOE

Mrs. Diane Matsuoka
Librarian
Waipahu High School, DOE

Mr. Miles Muraoka
Program Specialist
Science Education, DOE

Mrs. Annette Murayama
Curriculum Specialist
Windward District Office, DOE

Mrs. Karen Muronaga
Librarian
Kaelepulu School, DOE

Second Phase of the Project (continued)

Miss Charlotte Nagoshi
Curriculum Specialist
Central District Office, DOE

Mrs. Shirley Naito
Librarian, Children Unit
Hawaii State Library, DOE

Mr. Ronald Nakamura
Principal
Ala Wai School, DOE

Mrs. Mary Nakashima
Deputy District Superintendent
Kauai District Office, DOE

Dr. Edward Okada
Principal
Kealakehe School, DOE

Mr. Wallace Okimoto
Program Specialist
Compensatory Ed. Section, DOE

Mr. Howard Sakamoto
Principal
Lanai High & Elem. School, DOE

Mrs. Caroline Spencer
Librarian, Young Adult Unit
Hawaii State Library, DOE

Mrs. Elaine Takenaka
Program Specialist
Social Studies, DOE

Mr. Franklin Tamaribuchi
Staff Specialist
Audiovisual Services Unit, DOE

Mr. George Ueda
Curriculum Specialist
Instructional Materials
Hawaii District Office, DOE

Mr. Harry Y. Uyehara
Graduate School of Library Studies
University of Hawaii

Mr. Saburo Watanabe
Curriculum Specialist
Maui District Office, DOE

Mrs. Lucille Wong
Staff Specialist
Educational Television Unit, DOE

Mr. Robert Yee
Staff Specialist
Technical Assistance Center, DOE

Third Phase of the Project

Review and comments from the following schools in the Department of Education:

Aina Haina Elementary School

Anuenue Elementary School

Castle High School

Farrington High School

Fern Elementary School

Haiku School

Hawaii District Schools

Hawaii School for the Deaf
and Blind

Heeia Elementary School

Kaaawa Elementary School

Kaewai Elementary School

Kailua High School

Kaimuki Intermediate School

Kalihi-Waena Elementary School

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Puuhale Elementary School

Radford High School

Roosevelt High School

Royal Elementary School

Stevenson Intermediate School

Waiahole Elementary School

Waiakea Elementary School

Waialua High and Inter. School

Waihee School

Waikiki Elementary School

Washington Intermediate School

INTRODUCTION

A. WHAT IS THE STUDY SKILLS RELATED TO LIBRARY USE: A K-12 CURRICULUM GUIDE FOR TEACHERS AND LIBRARIANS?

It is a general guide that identifies certain skills students need to become independent in the use of informational resources. While other curriculum guides focus on the development and application of knowledge, concepts, and skills in specific subject areas, it is the purpose of this guide to develop skills that will enable students to use informational resources independently and effectively, thus enhancing their performance in individual subjects.

B. HOW IS THE GUIDE TO BE USED?

This guide is a planning document for school staffs. It contains a sequenced continuum of library study skills to be taught systematically, with examples of objectives, activities, resources, and evaluation methods. However, they are not intended to be exhaustive in nature.

Each school will need to plan an articulated curriculum based on this guide in order to meet its own needs. School staffs should work together to decide: a) the skills to be taught, b) the level at which each skill should be stressed, and c) the staff member or members to teach each skill.

Each school should re-state the objectives provided in the guide in more specific, measurable terms to meet the needs of their students. In addition, additional activities need to be developed based on the needs of the students.

C. WHAT MAJOR AREAS ARE COVERED BY THE GUIDE?

The major areas covered include:

1. Identification, selection, and location of a variety of resources.
2. Use and application of resources.
3. Production and appreciation of resources.

D. HOW IS THE GUIDE ORGANIZED?

This guide is organized into two main parts and an appendix.

1. Part I includes:
    a. Sequential Development of Study Skills Related to Library Use.
    b. The Relationship of the Instructional Objectives in This Guide to State Performance Expectations.

2. Part II consists of four sections:
    a. Primary level - grades K-3 - (pink)
    b. Upper Elementary level - grades 4-6 - (yellow)
    c. Intermediate level - grades 7-8-(9) - (green)
    d. High School level - grades (9)-10-12 - (blue)

   Each section contains instructional objectives, suggested activities, suggested resources, and evaluation methods.

3. The Appendix contains:
    a. A list of commercial resources for teaching library skills.
    b. A list of resources available at the Technical Assistance Center, Multimedia Services Branch.
    c. A selected bibliography.

   All lists will be periodically updated.

E. WHO IS RESPONSIBLE FOR IMPLEMENTING THIS GUIDE?

Administrators, teachers, and librarian(s) share in the common goal of helping the student to become an independent, effective learner. An effective delivery system for the teaching of library skills must delineate the roles of the administrator, teacher, and librarian in implementing this guide.

1. Administrators can contribute to the delivery of study skills and library utilization in Hawaii's schools by:
    a. scheduling to allow for effective implementation of study skills instruction.
    b. providing the opportunity for planning among representative teachers and librarians to develop a school-articulated curriculum of study skills.
    c. initiating in-service training as needed to prepare teachers and librarians for this responsibility.
    d. budgeting to allow for materials and equipment acquisition, repair and maintenance.
    e. providing adequate facilities.
    f. maintaining a climate which supports the concept of the developing independent learner.
    g. coordinating efforts with community agencies and groups.

2. School librarians can contribute to the delivery of study skills and library utilization in Hawaii's schools by:

   a. cooperating in the planning and organizing of the school's articulated study skills and library utilization curriculum.

   b. coordinating with teachers to determine what will be covered for particular groups of students and what instructional approach is to be used--that is, will the teaching be done primarily by teachers, the librarian, or both?

   c. working out with teachers effective procedures to assess students systematically to assure that 1) skills are taught at the appropriate time and 2) skills are learned successfully.

   d. selecting and purchasing, with the involvement of teachers, appropriate resources for the teaching of skills, and providing resources as needed.

   e. teaching some of the library skills mutually agreed upon.

   f. developing additional learner objectives, activities, evaluation methods as needed.

   g. providing follow-up assistance to individual library users.

3. Teachers can contribute to the delivery of study skills and library utilization in Hawaii's schools by:

   a. cooperating in the planning and organizing of an articulated school study skills curriculum.

   b. working with the school librarian to determine what will be covered for a particular group of students and whether teacher, librarian, or both will teach certain skills or the application of such skills.

   c. working out with the librarian effective procedures to assess students systematically to assure that 1) skills are taught at the appropriate time and 2) skills are learned successfully.

   d. teaching some of the study skills as mutually agreed upon.

   e. integrating study skills in various subject areas by planning and scheduling appropriate activities and assignments.

   f. designing and developing appropriate learner objectives, activities and evaluation methods as needed.

   g. developing in all subject areas student assignments that require application of study skills and library utilization.

PART I:

Sequential Development of Study Skills Related to Library Use
- Overview -

The Relationship of the Instructional Objectives in This Guide to State Performance Expectations

SEQUENTIAL DEVELOPMENT OF STUDY SKILLS RELATED TO LIBRARY USE

- OVERVIEW -

	Primary				Upper Elementary			Intermediate			High School		
	K	1	2	3	4	5	6	7	8	9	10	11	12
I. Orientation													
A. Introduction to personnel and their role	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
B. Library courtesy and citizenship	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
C. Kinds and locations of materials	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
D. Care of books and audiovisual materials	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
E. Identification and care of audiovisual equipment	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
F. Circulation procedures	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
II. Parts of Books													
A. Identification and location	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
B. Utilization	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
III. Audiovisual Resources													
A. Identification of audiovisual resources	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
B. Operation of audiovisual equipment	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
C. Utilization of audiovisual resources	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
D. Production of audiovisual			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
IV. Card Catalog, Classification and Arrangement													
A. Arrangement of materials	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
B. Shelf labels	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
C. Alphabetizing		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
D. Catalog drawer labels and guide cards		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
E. Relation of call number to locating materials		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
F. Types of catalog cards				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
G. Contents of book and audiovisual cards				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
H. Classification system					XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
I. Cross reference						XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX

	Primary				Upper Elementary			Intermediate			High School		
V. Research and Reference Resources	K	1	2	3	4	5	6	7	8	9	10	11	12
A. Dictionaries													
1. Definition		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
2. Arrangement		XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
3. Locating words			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
4. Kinds of dictionaries						XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
5. Special features						XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
B. Encyclopedias													
1. Definition			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
2. Arrangement			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
3. Locating information				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
4. Kinds of encyclopedias				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
5. Special features				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
C. Periodicals													
1. Definition			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
2. Kinds of periodicals			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
3. Special features			XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX
D. Periodical Indexes													
1. Definition							XXX	XXX	XXX	XXX	XXX	XXX	XXX
2. Arrangement							XXX	XXX	XXX	XXX	XXX	XXX	XXX
3. Use of periodical indexes							XXX	XXX	XXX	XXX	XXX	XXX	XXX
4. Key words							XXX	XXX	XXX	XXX	XXX	XXX	XXX
5. Special features							XXX	XXX	XXX	XXX	XXX	XXX	XXX

(continued)

	Primary				Upper Elementary			Intermediate			High School		
	K	1	2	3	4	5	6	7	8	9	10	11	12
E. Other Reference Sources													
1. Vertical file materials				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXXX
2. Community resources					XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXXX
3. Indexes, almanacs, gazetteers, yearbooks, atlases							XXX	XXX	XXX	XXX	XXX	XXX	XXXX
4. Special biographical references							XXX	XXX	XXX	XXX	XXX	XXX	XXXX
5. Subject area references							XXX	XXX	XXX	XXX	XXX	XXX	XXXX
VI. Appreciation of Resources													
A. Reading, Listening, and Viewing Guidance													
1. Kinds of literature	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXXX
2. Reading, listening, and viewing for pleasure	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXXX
3. Reading, listening, and viewing for information	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXXX
B. Creative Activities	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXXX
VII. Reporting and Research Skills													
A. Selecting the topic				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXXX
B. Locating, collecting, evaluating, and organizing information from various sources				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXXX
C. Outlining					XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXXX
D. Taking notes				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXXX
E. Preparing a bibliography					XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXXX
F. Completing a report				XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXX	XXXX

THE RELATIONSHIP OF THE INSTRUCTIONAL OBJECTIVES IN THIS GUIDE TO STATE PERFORMANCE EXPECTATIONS

Foundation Program Objective IV: Developing Independence in Learning
PROGRAM: LIBRARY SKILLS

Grade 3

PERFORMANCE EXPECTATION: IDENTIFIES SOURCES OF INFORMATION.

Instructional Objectives: The student will:

- -locate different items and sections in the library.
- -identify and locate different kinds of materials.
- -be aware of sources of materials other than the school library.
- -distinguish between book and audiovisual materials.

PERFORMANCE EXPECTATION: SELECTS A VARIETY OF MATERIALS FOR BROWSING INDEPENDENTLY.

Instructional Objectives: The student will:

- -identify a magazine and a newspaper by format.
- -identify different kinds of periodicals and their special features.
- -identify and locate materials found in the vertical file.
- -select books to meet individual needs and interests.

PERFORMANCE EXPECTATION: PARTICIPATES IN A VARIETY OF LIBRARY ACTIVITIES FOR PLEASURE AND INFORMATION.

Instructional Objectives: The student will:

- -participate in reading, listening and viewing activities for pleasure.
- -participate in reading, listening and viewing activities for information.

PERFORMANCE EXPECTATION: USES A SOURCE OF INFORMATION TO FIND AN ANSWER TO A SPECIFIC QUESTION.

Instructional Objectives: The student will:

- use different sources of information pertaining to a pre-determined subject.
- identify and locate parts of a book.
- use the different parts of a book.
- utilize audiovisual materials for information purposes by acquiring answers to specific questions.

PERFORMANCE EXPECTATION: LOCATES AND USES A PICTURE DICTIONARY.

Instructional Objectives: The student will:

- recognize what a dictionary is.
- locate dictionaries in the library.
- locate a given word in a picture dictionary by using guide words.

PERFORMANCE EXPECTATION: SELECTS AND READS, LISTENS OR VIEWS APPROPRIATE MATERIALS INDEPENDENTLY.

Instructional Objectives: The student will:

- browse for books and other materials independently.
- participate in reading, listening and viewing activities for pleasure.
- participate in reading, listening and viewing activities for information.

PERFORMANCE EXPECTATION: USES MORE THAN ONE SOURCE OF INFORMATION TO FIND AN ANSWER TO A SPECIFIC QUESTION.

Instructional Objectives: The student will:

- -be aware of sources of materials other than the school library.
- -utilize audiovisual materials for information purposes by acquiring answers to specific questions.
- -use different sources of information pertaining to a pre-determined subject.
- -identify and locate materials found in the vertical file.
- -identify different kinds of periodicals and their special features.
- -become a discriminating user of audiovisual resources.
- -become familiar with the purpose of the card catalog.
- -recognize and use the alphabetical arrangement of the card catalog to the first letter.
- -locate the call number on the catalog card.
- -identify catalog cards for audiovisual materials by colored stripe across the top.
- -identify a general encyclopedia.
- -use the encyclopedia guide words and alphabetical arrangement to locate information.

PERFORMANCE EXPECTATION: LOCATES AND USES A GENERAL DICTIONARY.

Instructional Objectives: The student will:

- -recognize what a dictionary is.
- -locate dictionaries in the library.
- -locate a given word in a simple abridged dictionary by using guide words and alphabetical arrangement.

PERFORMANCE EXPECTATION: SELECTS AND READS BOTH SIMPLE FICTION AND NON-FICTION INDEPENDENTLY.

Instructional Objectives: The student will:

- -recognize two main classes of books in the library: fiction and non-fiction.
- -participate in reading, listening, and viewing activities for pleasure.
- -participate in reading, listening, and viewing activities for information.

PERFORMANCE EXPECTATION: USES A SOURCE OF INFORMATION TO FIND AN ANSWER TO A SPECIFIC QUESTION.

Instructional Objectives: The student will:

-distinguish among the various parts of a book, know the purpose of each, and apply this knowledge to locate information.
-use audiovisual materials in the pursuit of information and recreation.
-be able to locate specific information in an encyclopedia by using appropriate key words.
-display skill in using the dictionary as a source of information.
-locate specific articles or sections of a magazine or newspaper.
-recognize the following resources and be able to use them when appropriate: vertical file materials.

PERFORMANCE EXPECTATION: LOCATES AND USES A GENERAL DICTIONARY AND GENERAL ENCYCLOPEDIA.

Instructional Objectives: The student will:

-identify, know the purpose of, and use guide words, tabs, and the pronunciation key of the dictionary.
-display skill in using the dictionary as a source of information.
-be introduced to the encyclopedia as a source of information on people, places, things, events, and ideas.
-become familiar with special features of an encyclopedia.
-be able to locate specific information in an encyclopedia by using appropriate key words.
-select and distinguish between a dictionary and an encyclopedia and use each appropriately.

PERFORMANCE EXPECTATION: SELECTS AND READS BOTH SIMPLE FICTION AND NON-FICTION INDEPENDENTLY.

Instructional Objectives: The student will:

-pursue free and guided reading, listening, and viewing for enjoyment.
-participate in reading, listening, and viewing activities for information.

PERFORMANCE EXPECTATION: LOCATES FICTION BOOKS BY USING A CARD CATALOG.

Instructional Objectives: The student will:

- -use shelf arrangement and spine markings to locate materials.
- -explain the purpose of the card catalog.
- -use the catalog drawer labels to find the correct drawer.
- -use alphabetizing to locate a specific guide card.
- -identify the following types of catalog cards (author, title, subject).
- -identify the following contents of a catalog card (author, title, subject, call number).
- -state the purpose of basic information on catalog cards.
- -use the card catalog to locate a fiction book.

PERFORMANCE EXPECTATION: LOCATES AND USES A VARIETY OF RESOURCES BY USING THE CARD CATALOG.

Instructional Objectives: The student will:

- -use shelf arrangement and spine markings to locate materials.
- -explain the purpose of the card catalog.
- -use the catalog drawer labels to find the correct drawer.
- -use alphabetizing to locate a specific guide card.
- -develop skill in using the guide cards to find a specific catalog card.
- -identify the following types of catalog cards (author, title, subject, audiovisual).
- -identify the following contents of a catalog card (author, title, subject, call number, publisher, copyright date).
- -state the purpose of basic information on catalog cards.
- -differentiate between specific and general subject headings.
- -select appropriate subject headings to find information on a given topic.
- -use the card catalog to locate book and audiovisual materials.
- -use audiovisual materials in the pursuit of information and recreation.
- -become a more discriminating user of audiovisual materials.
- -distinguish between types of audiovisual materials and select appropriate materials based on the advantages and disadvantages of each type.
- -be introduced to the cross-reference card.
- -understand the need for a classification system.
- -be introduced to the Dewey Decimal system as a classification system:
    - .rationale for system
    - .how it is organized
    - .10 main divisions

PERFORMANCE EXPECTATION: USES GENERAL ENCYCLOPEDIAS HAVING DIFFERENT ARRANGEMENTS, E.G. ALPHABETICAL, TOPICAL.

Instructional Objectives: The student will:

- -become knowledgeable in the arrangement of the various general encyclopedias available in school.
- -become aware of differences in treatment of a topic in various encyclopedias.
- -be able to locate specific information in an encyclopedia by using appropriate key words.

PERFORMANCE EXPECTATION: IDENTIFIES AND USES RELEVANT DATA GATHERED FROM MANY LIBRARY SOURCES IN ANALYZING A PROBLEM.

Instructional Objectives: The student will:

- -define a periodical and know it's purpose.
- -locate specific articles or sections of a magazine or newspaper.
- -recognize and know the purpose of a periodical index.
- -understand the arrangement of a periodical index.
- -be able to use available indexes to locate specific articles.
- -recognize the following resources and be able to use them when appropriate:
    - .vertical file materials
    - .atlas, maps and globes
    - .community resources
    - .specialized indexes, e.g. index on poetry, fairy tales, plays, short stories
    - .almanac
- -use the card catalog to locate book and audiovisual materials.
- -know and explain sources of materials other than the school library.
- -use research and reporting skills.

PERFORMANCE EXPECTATION: IDENTIFIES AND USES UNABRIDGED DICTIONARIES, SPECIAL DICTIONARIES, AND SPECIAL ENCYCLOPEDIAS.

Instructional Objectives: The student will:

- -be introduced to special dictionaries and be able to use them when appropriate.
- -become aware of various specialized encyclopedias and be able to use them when appropriate.

PERFORMANCE EXPECTATION:	LOCATES AND USES A VARIETY OF RESOURCES BY USING THE CARD CATALOG.
Instructional Objectives:	The student will:

- use the card catalog to find a variety of resources for information and pleasure.
- use cross-reference cards.
- find subject headings pertaining to the topic for which information is needed.
- select a broad subject heading in the card catalog and narrow it to a more specific one.
- select a very specific subject heading in the card catalog and relate it to a general one.
- become a more discriminating user of audiovisual materials.
- understand and use the classification system of a particular library to locate major subject areas.
- read, listen, and view for information.
- read, listen, and view for pleasure.

PERFORMANCE EXPECTATION:	LOCATES AND USES CURRENT INFORMATION SOURCES SUCH AS PERIODICALS AND ALMANACS.
Instructional Objectives:	The student will:

- use periodicals as a source of current information.
- recognize and use special references such as indexes, yearbooks, handbooks, almanacs, gazetteers, and community resources.

PERFORMANCE EXPECTATION: IDENTIFIES AND USES RELEVANT DATA GATHERED FROM MANY LIBRARY SOURCES IN ANALYZING A PROBLEM.

Instructional Objectives: The student will:

- use various parts of a book in carrying out assignments.
- become a more discriminating user of audiovisual materials.
- demonstrate facility in the use of dictionaries and encyclopedias.
- discriminate among various kinds of dictionaries and encyclopedias and select the appropriate one for a particular purpose.
- use the vertical file.
- use periodicals as a source of current information.

PERFORMANCE EXPECTATION: LOCATES AND USES READERS' GUIDE TO PERIODICAL LITERATURE.

Instructional Objectives: The student will:

- use periodicals as a source of current information.
- recognize and know the purpose of periodical indexes, such as the Readers' Guide to Periodical Literature.
- identify, know the purpose of and locate each of the following features of a periodical index, such as Readers' Guide:
    - .key to abbreviations
    - .parts of the entry
    - .sub-headings
    - .cross-references
    - ."by" and "about" references
    - .cumulation
- use periodical indexes such as Readers' Guide by applying knowledge of the special features and key words.

PERFORMANCE EXPECTATION: LOCATES AND USES UNABRIDGED DICTIONARIES, SPECIAL DICTIONARIES, AND SPECIAL ENCYCLOPEDIAS.

Instructional Objectives: The student will:

- demonstrate facility in the use of dictionaries and encyclopedias.
- discriminate among various kinds of dictionaries and encyclopedias and select the appropriate one for a particular purpose.

PERFORMANCE EXPECTATION: IDENTIFIES, LOCATES, AND USES SPECIALIZED REFERENCE MATERIALS, SUCH AS HANDBOOKS AND GAZETTEERS.

Instructional Objectives: The student will:

- recognize and use special references such as indexes, yearbooks, handbooks, almanacs, gazetteers, and community resources.
- use appropriate special biographical references.
- use special reference materials in all subject areas such as social studies, science, mathematics, language arts, health, guidance, art, music, foreign language.

PERFORMANCE EXPECTATION: USES LIBRARY RESEARCH TECHNIQUES AND A VARIETY OF RESOURCES TO COMPLETE A BRIEF REPORT ON AN ASSIGNED TOPIC.

Instructional Objectives: The student will use basic research techniques to:

- select a topic.
- locate, collect, evaluate, and organize information from various sources.
- obtain a general overview on the topic.
- outline.
- take notes.
- compile a bibliography.
- complete the report.
- become a more discriminating selector of the type of audiovisual production needed to effectively present an idea.
- produce audiovisual materials as related to an assignment.

PERFORMANCE EXPECTATION: IDENTIFIES AND USES RELEVANT DATA GATHERED FROM MANY SOURCES, INCLUDING THOSE IN THE LIBRARY IN ANALYZING A PROBLEM.

Instructional Objectives: The student will:

-use the card catalog to find a variety of resources for information.
-use vertical file.
-use community resources.
-use various parts of a book in assignments.
-become a more discriminating user of audiovisual materials.
-demonstrate skill in using dictionaries and encyclopedias and apply this skill effectively in completing assignments.
-use a wide variety of periodicals as sources of information.
-read, listen, and view for information.

PERFORMANCE EXPECTATION: LOCATES AND USES READERS' GUIDE TO PERIODICAL LITERATURE.

Instructional Objectives: The student will:

-display skill in using the Readers' Guide to Periodical Literature, by applying knowledge of special features and key words.
-use other periodical indexes.
-use a wide variety of periodicals as sources of information.

PERFORMANCE EXPECTATION: LOCATES AND USES UNABRIDGED DICTIONARIES, SPECIAL DICTIONARIES AND SPECIAL ENCYCLOPEDIAS.

Instructional Objectives: The student will:

-select encyclopedias and dictionaries by applying such criteria as:
    .scope
    .accuracy
    .authority
    .recency
    .level of reading difficulty
-demonstrate skill in using dictionaries and encyclopedias and apply this skill effectively in completing assignments.

PERFORMANCE EXPECTATION: IDENTIFIES, LOCATES AND USES SPECIALIZED REFERENCE MATERIALS, SUCH AS HANDBOOKS AND GAZETTEERS.

Instructional Objectives: The student will:

- -use special reference sources such as indexes, yearbooks, handbooks, manuals, and guides.
- -use appropriate special biographical references.
- -select and use special reference materials in all subject areas as appropriate.

PERFORMANCE EXPECTATION: USES LIBRARY RESEARCH TECHNIQUES AND A VARIETY OF RESOURCES TO COMPLETE A BRIEF REPORT ON AN ASSIGNED TOPIC.

Instructional Objectives: The student will:

- -find subject headings in the card catalog pertaining to a particular topic for which information is needed.
- -independently determine whether a particular topic requires the use of periodicals.
- -use research techniques to:
    - .select a topic
    - .locate, collect, evaluate, and organize information from various sources
    - .outline
    - .take notes
    - .prepare a bibliography
    - .complete the report
- -become a more discriminating producer of audiovisual materials for assignments.

PERFORMANCE EXPECTATION: APPLIES SUCH CRITERIA AS SCOPE, ACCURACY, AUTHORITY AND RECENCY IN SELECTING SPECIALIZED REFERENCE MATERIALS.

Instructional Objectives: The student will apply criteria such as scope, accuracy, authority, and recency in:

- -selecting and using subject area references.

PERFORMANCE EXPECTATION: USES RESEARCH TECHNIQUES AND A VARIETY OF RESOURCES TO COMPLETE A REPORT WITH EMPHASIS ON EXPOSITION.

Instructional Objectives: The student will use research techniques to:

- -select a topic.
- -locate, collect, evaluate, and organize information from various sources.
- -proceed from reading an overview of the subject to utilizing many secondary sources.
- -outline.
- -take notes.
- -prepare a bibliography.
- -write the report.

PERFORMANCE EXPECTATION:	IDENTIFIES, LOCATES AND USES SPECIALIZED REFERENCE MATERIALS, SUCH AS HANDBOOKS AND GAZETTEERS.
Instructional Objectives:	The student will:

- use special reference sources such as indexes, yearbooks, handbooks, manuals, and guides.
- select and use special reference materials in all subject areas as appropriate.

PERFORMANCE EXPECTATION:	USES LIBRARY RESEARCH TECHNIQUES AND A VARIETY OF RESOURCES TO COMPLETE A BRIEF REPORT ON AN ASSIGNED TOPIC.
Instructional Objectives:	The student will:

- find subject headings in the card catalog pertaining to a particular topic for which information is needed.
- independently determine whether a particular topic requires the use of periodicals.
- read, listen, and view for information.
- use research techniques to:
    - .select a topic
    - .locate, collect, evaluate, and organize information from various sources
    - .outline
    - .take notes
    - .prepare the bibliography
    - .complete the report
- become a more discriminating producer of audiovisual materials for assignments.

PERFORMANCE EXPECTATION: APPLIES SUCH CRITERIA AS SCOPE, ACCURACY, AUTHORITY, AND RECENCY IN SELECTING SPECIALIZED REFERENCE MATERIALS.

Instructional Objectives: The student will apply criteria such as scope, accuracy, authority, and recency in:

- selecting and using subject area references.

PERFORMANCE EXPECTATION: USES RESEARCH TECHNIQUES AND A VARIETY OF RESOURCES TO COMPLETE A REPORT WITH EMPHASIS ON EXPOSITION.

Instructional Objectives: The student will use research techniques to:

- select a topic.
- locate, collect, evaluate, and organize information from various sources.
- proceed from reading an overview on the subject to secondary and primary sources of materials.
- outline.
- take notes.
- prepare the bibliography.
- write the paper.

PERFORMANCE EXPECTATION: LOCATES AND USES RESOURCES TO COMPLETE A RESEARCH PROJECT INVOLVING IN-DEPTH USE OF RESEARCH TECHNIQUES.

Instructional Objectives: The student will use research techniques to:

-select a topic.
-locate, collect, evaluate, and organize information from various sources.
-proceed from reading an overview of subject to secondary and primary sources of materials.
-outline.
-take notes.
-prepare the bibliography.
-write the paper.

PART II

Preface

Primary Section, Grades K-3 (Pink)

Upper Elementary Section, Grades 4-6 (Yellow)

Intermediate Section, Grades 7-8-(9) (Green)

High School Section, Grades (9)-10-12 (Blue)

PREFACE

PRIMARY SECTION
Grades K-3

Students in grades K-3 will be introduced to the library facility and the personnel working there and begin to learn initial skills in using the library and its resources, both book and non-book, according to their own ability. The skills introduced at this level are building blocks for future use and represent the start of a continuum covering all grades from K-12.

UPPER ELEMENTARY SECTION
Grades 4-6

As students progress according to their own ability, the range of mastery of study skills becomes wider. At the upper elementary level, librarians and teachers would be well-advised to diagnose students' needs before teaching a skill. Students who show capability in a skill area can go on to skills at higher levels of difficulty. They can also serve as tutors in a peer teaching situation.

While students should not be re-taught what they have already mastered, an exception is the orientation component. Entering students need orientation to the particular school library they will be using. Though libraries have common functions and features, each library also has its own unique characteristics and procedures that make orientation useful for any entering student.

INTERMEDIATE SECTION
Grades 7-8-(9)

It has long been assumed that basic library use and study skills have been learned in grades K-6. Intermediate school teachers and librarians examining the "Sequential Development of Study Skills Related to Library Use," pages A-1 to A-3, will note that all skills have been introduced before this level, but not necessarily learned.

This section devotes itself to reinforcing skills; librarians and teachers should diagnose students' needs before teaching a particular skill. Instruction should be adapted to the needs of the students, even if this means employing aspects of the preceding elementary school curriculum or advancing to the high school level. It should be understood that students will meet the objectives according to their abilities.

HIGH SCHOOL SECTION
Grades (9)-10-12

As students reach high school, they should be refining the skills already learned. At this level, too, they should be independently applying their knowledge of library utilization and study skills to all their assignments in each subject area. Reinforcement will still be necessary, and librarians and teachers together will still need to employ elements of the elementary and intermediate school curricula to assure that all students have learned their basic study skills relating to library utilization.

PRIMARY SECTION
Grades K-3

Students in grades K-3 will be introduced to the library facility and the personnel working there and begin to learn initial skills in using the library and its resources, both book and non-book, according to their own ability. The skills introduced at this level are building blocks for future use and represent the start of a continuum covering all grades from K-12.

NOTE: Pages marked with a flag symbol (⚐) are flagged out as containing objectives that especially lend themselves to teaching in the classroom as well as in the library.

I. ORIENTATION
A. Introduction to personnel and their role

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. name library staff.	1 and 2. The students will be introduced to library personnel and be told what they do.	1 and 2. Librarian	1. Test: The student will name library staff.
2. describe services of the school librarian.			2. Test: The student will describe tasks of the school librarian.
3. locate the library.	3. Have students: -tour the library with the librarian. -walk to the library from any part of the campus. -go to the library during recess. -deliver materials and notes to specific library personnel.	3. Library	3. Test: The student will be able to locate the library.

I. ORIENTATION
B. Library courtesy and citizenship

Primary

C-4

Objectives	Suggested Activities	Suggested Resources	Evaluation
Student will:	Have students:		
1. practice library citizenship and courtesy.	1. view a filmstrip on courtesy and citizenship. 1. draw a picture showing good library citizenship.		1 and 2. Performance: The student will demonstrate desirable library courtesy and citizenship.
2. follow library rules.	2. develop a list of suggested rules to follow based on courtesy and citizenship. 2. engage in role-playing or behavior-type situation calling for courtesy in the library and follow-up discussion or practice. 2. make a bookmark listing library rules. 2. make a poster showing courtesy or good citizenship in the library. 2. instruct other students on library rules.		
3. put away materials used.	3. practice putting materials away.		3. Performance: The library is in reasonable order after a class visit.
4. enter and leave the library quietly and in an orderly manner.	4. practice entering and leaving the library quietly and in an orderly manner.		4. Performance: The student will enter and leave the library quietly and in an orderly manner.

I. ORIENTATION
C. Kinds and locations of materials

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
1. locate different items and sections in the library.	1. shelve Easy books. 1. orient students to specific areas and items, such as circulation desk, storytelling area, pencil sharpener, and waste baskets.	1, 2, and 4. Examples of Easy books and non-book materials such as: filmstrips, magazines, pictures, records.	1. Performance: The student will be able to point out different areas and items in the library.
2. identify and locate different kinds of materials.	2. conduct a game; place Easy books, non-fiction, fairy tales, etc. in their special locations.		2. Observation: The student will identify different kinds of materials and knows where they are kept.
3. be aware of sources of materials other than the school library.	3. visit a public library.	3. public library.	3. Oral quiz: The student will be able to name a source of materials other than the school library.
4. distinguish between book and non-book materials.	4. identify kinds of non-book materials. 4. show students a variety of materials and encourage them to indicate whether the material is "book" or "non-book."		4. Performance: The student will point out three examples of "book" materials and "non-book" materials.

I. ORIENTATION

D. Care of book and audiovisual (AV) materials

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. handle books properly.	1. Have students: -learn to handle a new book. -turn pages of the book. -remove and replace books. -carry books. -make a bookmark and use it. -examine actual books that have been torn by babies, chewed by dogs, left in the rain. Remind them that it takes only a little bit of forgetting to allow it to happen--cite actual cases. Quote prices.	1. Sound filmstrip: Glad book, sad book.	1. Performance: The student will demonstrate proper handling of books.
2. handle audiovisual materials properly. (May be taught in conjunction with care of audiovisual equipment if more appropriate, p. C-7.)	2. Have students: -rewind a filmstrip. -handle records from edges only. -examine actual filmstrip sliced up the middle because it was forced through filmstrip projector when stuck.	2. Various audiovisual materials, such as: filmstrips, phonorecords, transparencies.	2. Performance: The student will demonstrate proper handling of audiovisual materials.

I. ORIENTATION

E. Identification and care of audiovisual equipment

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
1. identify equipment.	1. identify the various kinds of equipment.	1 and 2. Various AV equipment such as: .cassette player .filmloop projector .filmstrip projector .overhead projector .phonograph .slide projector	1. Oral quiz: The student will identify various kinds of equipment.
2. recognize proper handling of equipment.	2. observe a demonstration of proper handling of equipment.		2. Performance: The student will recognize proper handling of the equipment.

I. ORIENTATION
F. Circulation procedures

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
1. The student will learn how to borrow and return book and audiovisual materials.	1. Have students: -check out books and magazines. -check out AV materials. -return materials on time to the proper place. -visit a public library and learn how to borrow materials. -be aware of the possibility of placing materials on reserve. -be aware of different circulation procedures for reference books.	1. Transparency of book card. 1. Practice circulation cards for signing. 1. Library book: I write it by Ruth Krauss. 1. Public Library.	1. Performance: The student can borrow materials from the library without direction.

II. PARTS OF BOOKS
A. Identification and location
B. Utilization

Primary

P

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. identify and locate the parts of a book.	1. Have students: -identify and locate the following parts of a book: .illustrations .cover and spine .title page .table of contents .copyright date .index -make a simulated title page for a book the student has written and illustrated. -draw appropriate cover for a booklet written by a student. -compare the table of contents and index.	1 and 2. Library books and reading texts.	1. Test: The student will name the parts of a book.
2. use the different parts of a book.	2. Have students: -carry books by the spine. -identify the author and title of a book by using the title page. -locate the chapter or story by using the table of contents. -locate subjects in a book by using the index.		2. Performance: The student will answer specific questions using various parts of a book, or its facsimile. 2. Performance: The student will help compile a class booklet using original student writings, and include all appropriate parts of a book. 2. Performance: The student will make a booklet including all appropriate parts of a book.

III. AUDIOVISUAL (AV) RESOURCES
A. Identification of AV resources
B. Operation of AV equipment
C. Utilization of AV resources
D. Production of AV materials

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
1. handle and operate AV equipment properly.	1. learn to operate various equipment properly. 1. use a skit or puppet to show proper handling of equipment.	1. Commercial or do-it-yourself visuals illustrating operating procedures step-by-step next to each machine. 1 and 2: Various AV equipment such as: .cassette player .filmstrip projector and previewer .filmloop projector .overhead projector .phonograph player .slide projector.	1, 2, and 3. Performance: The student will be able to successfully use various AV equipment.
2. recognize various AV equipment and the corresponding materials.	2. select and match various kinds of audiovisual materials and equipment. 2, 3, 5, and 6. view, discuss, and have actual experience handling various kinds of audiovisual materials.	2, 3, 5, 6, and 7. Various AV software such as: .cassettes .charts .dioramas and models .filmstrips .filmloops .records .slides .TV manuals .newspapers .brochures .speakers	2. Observation: Decrease in amount of damage to AV equipment and software.
3. recognize, identify, and use the various kinds of media in the library.			

III. AUDIOVISUAL (AV) RESOURCES (continued)
A. Identification of AV resources
B. Operation of AV equipment
C. Utilization of AV resources
D. Production of AV materials

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
4. produce original AV materials.	4. create a transparency. 4. record a song or a story on tape.		4. Performance: The student will produce original AV materials.
5. utilize AV resources for information purposes by acquiring answers to specific questions.			5 and 6. Observation: Increase in use of AV resources.
6. utilize AV resources for recreational viewing.			
7. become a discriminating user of AV resources.	7. analyze TV preferences and habits.		7. Oral quiz: The student will be able to justify choices of various AV resources.

IV. CARD CATALOG, CLASSIFICATION AND ARRANGEMENT
A. Arrangement of materials
B. Shelf labels

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
1. recognize two main classes of books in the library: fiction and non-fiction.	1. locate the Fiction section of the library and note the marking on the spine. 1. locate the Non-fiction section of the library and note the marking on the spine. 1. locate the Easy section of the library and note the marking on the spine.	1. Benny's Animals by Millicent Selsam. 1 to 5. Books in library.	1. Oral test: Given a variety of books, the student will be able to tell whether they are fiction or non-fiction.
2. recognize and use shelf labels as guides in locating materials.	2. match a call number with an actual book on the shelf.		2. Oral test: The student will match a call number with actual book on the shelf. 2. Oral test: The student will be able to tell what a shelf label is.
3. recognize that books on the same subject have the same general call number.	3. locate five books with the same call number. Deduce and relate how they are similar (class number and subject).		3. Oral test: Given several books on a general subject, the student will be able to tell that they have the same general number.
4. recognize that non-fiction books are in numerical order.	4. play a game to locate non-fiction books on shelves.		4. Oral test: The student will be able to tell how non-fiction books are shelved.
5. identify symbols used for Fiction, Easy, and Non-fiction books.	5. differentiate Fiction, Easy, and Non-fiction books.		5. Performance: Given a call number the student can locate Easy, Fiction and Non-fiction books.

IV. CARD CATALOG, CLASSIFICATION AND ARRANGEMENT
C. Alphabetizing
D. Catalog drawer labels and guide words

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
1. become familiar with the purpose of the card catalog.	1. explain the purpose of the card catalog: that it helps locate any material in the library. 1. introduce the concept that the card catalog is an index. 1. browse through the drawers to satisfy curiosity.	1 to 4. Card catalog (in library).	1. Oral test: The student will describe the purpose of the card catalog.
2. recognize the catalog drawer labels.	2. examine exterior drawer labels and interior card guides. 2. browse through the drawers to satisfy curiosity.		2. Oral test: The student will describe the purpose of the catalog drawer labels.
3. recognize and use the alphabetical arrangement of the card catalog to the first letter.	3. match letters with pictures. 3. arrange letters in order. 3. find books by author A, B, etc. on shelf. 3. have small group of pupils line up alphabetically by first letter of first name. 3. have small group of pupils line up alphabetically by first letter of last name. 3. arrange own library corner alphabetically by first letter of author's last name. 3. browse through the drawers to satisfy curiosity.	3. Letter and picture cards -Vocabulary cards to alphabetize. -Book jackets to alphabetize.	3. Performance: The student will match the first letter of the author's last name with catalog. 3. Performance: The student will match first letter of title with catalog drawer label.
4. recognize the guide cards in the catalog.	4. examine exterior drawer labels and interior card guides. 4. browse through the drawers to satisfy curiosity.		4. Oral test: The student will describe the purpose of the guide cards in the catalog.

IV. CARD CATALOG, CLASSIFICATION AND ARRANGEMENT
F. Types of catalog cards
G. Contents of book and audiovisual (AV) cards

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
1. locate the call number on the catalog card.	1. examine and discuss giant catalog cards.	1. Enlarged Wilson catalog cards. 1 and 2. Duplicate catalog cards.	1. Performance: Given a sample catalog card the student will identify the call number.
2. identify catalog cards for AV materials by colored stripe across top.	2. examine and discuss a sample AV catalog card.	2. AV catalog cards.	2. Performance: Given assorted catalog cards, the student will identify the AV catalog cards.

V. RESEARCH AND REFERENCE SOURCES
A. Dictionaries

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
1. identify a dictionary.	1. examine and define what a dictionary is.	1 to 5. Picture, primary dictionaries. 1 to 5. Opaque projector (for projecting dictionary page).	1. Performance: Given assorted books the student will identify a dictionary.
2. locate dictionaries in the library.			2. Performance: The student will locate a dictionary on request.
3. locate a given word in a picture dictionary by using guide words and alphabetical arrangement.	3. use guide words and find definitions in a picture dictionary. 3. start a card file of new words to add to own vocabulary--use dictionary to get meaning--copy on to card. 3. use a picture dictionary to look up a short list of common objects. 3. examine a picture dictionary; select a familiar object in the classroom or library; write the word or watch while it is written; locate word in picture dictionary; draw a picture of object and write word under it.		3. Performance: The student will locate a specified word in a picture dictionary.
4. distinguish between picture and simple abridged dictionaries.	4. compare and discuss difference and similarities between picture and simple abridged dictionaries.		4. Oral quiz: The student will tell one way a picture and simple abridged dictionary is alike/different.

V. RESEARCH AND REFERENCE SOURCES
A. Dictionaries (continued)

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
5. locate a given word in a simple abridged dictionary by using guide words.	5. compare and discuss differences and similarities between picture and simple abridged dictionaries.		5. Oral quiz: The student will locate a given word in a simple abridged dictionary.

V. RESEARCH AND REFERENCE RESOURCES
B. Encyclopedias

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
1. identify a general encyclopedia.	1. examine volumes from different sets selected by the librarian or teacher. 1. examine encyclopedias, noting kind of information contained. 1. point out special features such as overlays, full page pictures. 1. point out copyright date for most current information.	1 to 5. Various encyclopedias such as: . Britannica Junior Encyclopedia . Compton's Encyclopedia . New Book of Knowledge . World Book Encyclopedia	1. Performance: Given assorted books the student will identify a general encyclopedia. 1. Performance: The student will show one special feature in one of the sets in the library.
2. locate the encyclopedias in the library.			2. Performance: The student will locate a general encyclopedia.
3. use the encyclopedia guide words and alphabetical arrangement to locate information.	3. find an encyclopedia article to go with the picture of sample pets.		3. Performance: Given a short list of subjects the student will be able to find the information in the appropriate volumes.
4. compare the type of information found in encyclopedias with information in dictionaries.	4. use a dictionary and a volume of an encyclopedia; discuss the similarities and differences found in these two reference books. (Arrangement, guide words, illustrations.)	4. Dictionaries.	4. Oral quiz: The student will tell one way a dictionary and encyclopedia are alike/different.
5. recognize that encyclopedias are written at many levels of difficulty.	5. examine volumes from different sets selected for level of reading difficulty.		5. Performance: The student will select materials at an appropriate level of reading difficulty.

V. RESEARCH AND REFERENCE RESOURCES
C. Periodicals

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
1. identify a magazine and a newspaper by format.	1. compare the format of a newspaper and magazine.	1 to 4. Newspapers. Magazines.	1. Oral quiz: The student will be able to tell one way a newspaper and magazine is alike/ different.
2. become familiar with the term, "periodical".	2. introduce the term, "periodical".		2, 3, and 4. Performance: The student will be able to identify and locate a given periodical.
3. locate the periodical section.	3. examine some periodicals subscribed to by the library.		
4. identify different kinds of periodicals and their special features.	4. discuss special features of periodicals.		4. Oral quiz: The student will be able to name some special features of a periodical.

V. RESEARCH AND REFERENCE RESOURCES
E. Other reference sources

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
1. identify and locate materials found in the vertical file.	1. examine the vertical file, noting the type and variety of materials included and their arrangement. 1. find materials on several subjects using the vertical file.	1. Vertical file (picture and pamphlet file).	1. Performance: The student will locate related material in the vertical file to supplement the study of a particular topic.

VI. APPRECIATION OF RESOURCES
A. Reading, listening, and viewing guidance

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
1. identify various kinds of literature such as folk tales and poetry.	1. listen to a variety of stories and poetry.	1 to 4. Library books Reading lists AV resources	1. Oral quiz: The student will distinguish among various kinds of literature.
2. participate in reading, listening, and viewing activities for pleasure.	2 and 3. share book appreciation project such as: dramatizations, skits, puppets, and dioramas. 2 and 3. participate in silent reading period. 2. check out books and AV materials on various topics. 2. share reading, listening, and viewing experiences. 2. become familiar with some authors and the kind(s) of books they write.		2, 3, and 4. Observation: Circulation of books and AV materials on various topics will show an increase. 2. Performance: Student will share reading, listening, or viewing experience.
3. participate in reading, listening, and viewing activities for information.	3. participate in informal instructor-led discussion based on readings. 3. share information found in reading, listening, and viewing activities.		3 and 4. Observation: Student will select books and AV materials appropriate for their level. 3. Observation: Student will share reading, listening, or viewing experience.
4. browse in the library for books and other materials to meet personal interest needs for independent reading.	4. check out books and AV materials on various topics. 4. introduce students to a variety of books such as picture, beginning-to-read, and simple fiction and non-fiction and related AV materials.		4. Observation: The student will select books and other materials to meet individual needs and interests.

VI. APPRECIATION OF RESOURCES
B. Creative activities

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
1. The student will participate in several creative activities related to library resources.	1. Have students: -engage in role playing or dramatization. -share stories orally. -draw pictures to illustrate a story. -create a diorama. -make simple puppets and put on a play. -make a mobile. -make a transparency. -write an original story, poem, or play.	1. Craft books -How-to books -Arts and crafts supplies -Collections of plays and skits.	1. Performance: The student will engage in several creative activities related to library resources.

VII. REPORTING AND RESEARCH SKILLS
A. Selecting the topic
B. Locating information from various sources
D. Taking notes
F. Completing the report

Primary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	Have students:		
1. use different sources of information pertaining to a pre-determined subject.	1. use information in a variety of sources.	1 and 2. -Easy books -Story chart -Dictionaries -Encyclopedias -Books -Periodicals -Audiovisual materials	1 and 2. Performance: The student will complete a simple report satisfactory to self and instructor.
2. prepare a simple report.	2. participate in a discussion of such things as sequencing, and cause/effect by using an easy book. 2. prepare a story chart. 2. do such activities as paraphrasing, organizing content, and sequencing orally. 2. take notes from a short article. 2. list by author and title the materials used.		

C-22

UPPER ELEMENTARY SECTION
Grades 4-6

As students progress according to their own ability, the range of mastery of study skills becomes wider. At the upper elementary level, librarians and teachers would be well-advised to diagnose student needs before teaching a skill. Students who show capability in a skill area can go on to skills at higher levels of difficulty. They can also serve as tutors in a peer teaching situation.

While students should not be re-taught what they have already mastered, an exception is the orientation component. Entering students need orientation to the particular school library they will be using. Though libraries have common functions and features, each library also has its own unique characteristics and procedures that make orientation useful for any entering student.

NOTE: Pages marked with a flag symbol (⚐) are flagged out as containing objectives that especially lend themselves to teaching in the classroom as well as in the library.

I. ORIENTATION
  A. Introduction to personnel and their roles
  B. Library courtesy and citizenship

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. identify library personnel and describe their major duties.	1, 2, and 3. Present library staff and major functions, rules, services available, general guidelines to location of materials, circulation procedures, different kinds of materials and equipment available.	1 to 3. Locally developed transparencies, charts, or slide/tape presentations.	1. Oral quiz: Each student will name library staff and tell one of their duties.
2. practice library citizenship and courtesy.			2. Self-evaluation, teacher observation: Student will evaluate own behavior after a visit to the library. Teacher will add own observations.
3. identify and locate the different kinds of materials and equipment found in the library.		3. Various kinds of materials and equipment available such as: .books .cassette tape recorder/ player .filmloop projector .filmstrip projector .filmstrips .opaque projector .overhead projector .periodicals .pictures and pamphlets .record player .records .slides .sound filmstrip projector .tapes-audio-video .transparencies .video player .video receiver	3. Performance: Each student will identify and locate several different kinds of materials and equipment in the library.

D-2

I. ORIENTATION
C. Kinds and locations of materials

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. locate and name the different sections in the library.	1. Have students identify the following: .easy .fiction .non-fiction .biography .encyclopedias .reference .periodicals (magazines and newspapers) .card catalog .vertical file .circulation desk .storytelling corner .listening/viewing area .special collections, e.g. Hawaiiana	1. Locally developed transparencies, charts, or slide/tape presentations.	1. Oral quiz: Given the name of a different section of the library, the student will be able to locate any section.
2. know and explain sources of materials other than the school library.	2. Have students visit: .public library .museums .other school libraries	2. Public library, Bishop Museum, Art Academy, other school libraries.	2. Oral quiz: Each student will be able to name at least one other source of materials and tell what kinds of materials it contains.

I. ORIENTATION
D. Care of book and audiovisual (AV) materials
E. Identification and care of audiovisual equipment
F. Circulation procedures

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. handle book and audiovisual materials properly.	1. Show students actual books that have been torn by babies, chewed by dogs, left in the rain; actual filmstrip that has been sliced up the middle because it had been forced through the machine when stuck. Remind students that it takes just a little carelessness to allow it to happen, cite actual cases. Quote prices - either individual or total for impact.	1. Badly damaged books, filmstrips, and other materials.	1. Observation: Decrease in amount of damage incurred in a year. 1. Performance: Student will demonstrate proper handling of book and AV materials.
2. identify and handle audiovisual equipment properly.	2. Diagnose to determine who needs instruction. Those students who do well can serve as tutors. Teach a small group selected by teacher. Practice under adult guidance. Include various equipment available such as: .sound filmstrip projector .camera .cassette tape, recorder/ player .filmloop projector .filmstrip projector .movie projector .overhead projector .portapak .record player .videotape recorder (continued)	2. "Do-it-yourself" Simple, step-by-step "how to operate" instructions alongside each AV equipment.	2. Oral quiz: Student will identify audiovisual equipment. 2. Performance: Student will handle AV equipment according to operating instructions.

I. ORIENTATION (continued)
D. Care of book and audiovisual (AV) materials
E. Identification and care of audiovisual equipment
F. Circulation procedures

Upper Elementary

D-5

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
	Later demonstrate to entire class. For practice divide class into small groups and use the small student group already trained as tutors. Follow up with practical application in classroom and library.		
3. use proper procedures in borrowing and returning materials, including reference and reserve materials.	3. Give each student a handout about circulation procedures and go over procedures.	3. Brief handout sheet for each student outlining circulation procedures, hours library is open, and general rules. 3. Bulletin board or poster display showing and explaining proper procedures.	3. Observation: There will be fewer overdue materials and materials improperly borrowed.

II. PARTS OF BOOKS
A. Identification and location
B. Utilization

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will: 1. distinguish among the various parts of a book, know the purposes of each, and apply this knowledge to locate information.	1. Diagnose to determine who needs instruction on the following parts of a book: .maps, charts, graphs, illustrations .cover and spine .title page .table of contents .copyright date .bibliography .glossary .index 1. Have students: -identify parts of a book. -locate and compare parts of a book in actual books, e.g. table of contents vs. index. -discuss the importance and use of various parts of a book, e.g. index in non-fiction. -select books from library in subject area and fill in information on sheet re: author, title, publisher, copyright date, index, contents, etc. -select the correct part of a book to use when certain information is needed, e.g. where to find out how old the book is or whether it has pictures. -discuss briefly the meaning of copyright.	1. Guide Book for Teaching Library Skills, Book I by Beck & Pace, parts of a book. 1. "Do-it-yourself" transparencies showing parts of an actual book. 1. A variety of non-fiction books.	1. Performance: Student will be able to apply and use knowledge of the parts of a book in completing a classroom assignment in a specific subject area. 1. Test: Student will correctly identify the parts of the book that need to be used to find specified information.

III. AUDIOVISUAL (AV) RESOURCES

A. Identification of AV resources
B. Operation of AV equipment
C. Utilization of AV resources
D. Production of AV materials

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. select audiovisual materials appropriate for a specific piece of equipment.	1. Select and match an 8mm or 16mm film with an 8mm or 16mm film projector to show moving pictures. 1. Select and match a video tape with a video tape recorder.	1, 2, 3, 5, and 6. Various AV materials such as: .film, 8mm and 16mm .videotape Various AV equipment such as: .film projector, 8mm and 16mm .videotape recorder	1. Performance: Given an AV resource that the student has been introduced to either as a primary or upper elementary student, student will be able to match it with correct piece of equipment.
2. use audiovisual resources in the pursuit of information and recreation.	2. Have students locate, preview and select AV resources as well as books on a given topic and explain which ones are most useful to learning about that topic and why.		2. Performance: Student will use relevant, AV resources as sources of information in the preparation of classroom assignments. 2. Observation: Student will use more AV resources.
3. distinguish between types of audiovisual resources, and select appropriate materials based on the advantages and disadvantages of each type.	3. Pose the problem of having to see a heart beating. Discuss whether a filmstrip or a filmloop will be more appropriate and why.	3. Filmstrip, filmloop of heart and its functions.	3. Oral quiz: Given a specific topic, student will be able to tell which AV resource would be most appropriate and why.
4. produce original audiovisual materials.	4. To make the following as needed: .tape recording (audio and video) .poster .simple transparency .filmstrip (write on) .other audiovisual aids to learning.	4. Various supplies such as blank tapes and transparencies, poster board, felt pens.	4. Performance: Student will use originally produced material as part of a curriculum-related assignment.

III. AUDIOVISUAL (AV) RESOURCES (continued)
A. Identification of AV resources
B. Operation of AV equipment
C. Utilization of resources
D. Production of AV materials

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
5. operate audiovisual equipment efficiently and effectively.	5. Provide actual experience in learning to operate AV equipment.	5. Commercial or do-it-yourself visuals illustrating operating procedures step-by-step next to each machine.	5. Performance: Given an available piece of equipment that student has been introduced to either on primary or upper elementary level, student will be able to operate it effectively.
6. become a more discriminating user of audiovisual resources.	6. -Analyze TV preferences and habits. -Compare TV production or movie to original book on which it is based. -Analyze advertising. -Develop criteria for evaluating TV offerings.		6. Oral quiz: Student will be able to justify choices of various audiovisual resources.

D-8

IV. CARD CATALOG, CLASSIFICATION AND ARRANGEMENT
A. Arrangement of materials
B. Shelf labels

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. use shelf arrangement and spine markings to locate materials.	1. Assign partners several classification numbers and ask them to locate materials on the shelves in the following areas: .Easy .Fiction .Non-fiction .Biography .Reference .Hawaiiana 1. Distribute fiction books to each student. Look at title pages and note title, author. Look at spine symbols. Have students try to deduce what the bottom letter stands for. Students then arrange themselves in alphabetical order according to spine symbols. Have students find correct place on shelf for each book.	1. Attention-getting, well-placed signs, shelf labels, and charts.	1. Performance: Given a classification number, student will be able to locate material. 1. Performance: Given author's last name, student will be able to locate a fiction or easy book.

IV. CARD CATALOG, CLASSIFICATION AND ARRANGEMENT

Upper Elementary

C. Alphabetizing
D. Catalog drawer labels and guide cards
E. Relation of call no. to locating materials
F. Types of catalog cards
G. Contents of book and audiovisual (AV) cards
I. Cross reference

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. explain the purpose of the card catalog.	1. Discuss the concept of the card catalog as an index and key to locating the materials in the library.		1. Oral quiz: Student will be able to explain the purpose of the card catalog.
2. use the catalog drawer labels to find the correct drawer.	2 and 3. (Self-checking activity) Give students a subject heading that is a guide word, such as "cats," and direct them to find the drawer in which this guide word will be found. If correct drawer is picked, the guide word "cats" will automatically be located in that drawer.		2. Performance: Given a subject or title, the student will locate the appropriate catalog drawer.
3. use alphabetizing to locate a specific guide card.			3. Performance: Given a subject heading found on a guide card, the student will locate the correct guide card in the card catalog.
4. develop skill in using the guide cards to find a specific catalog card.	4. Have students tell between which two guide cards a given subject is located. Use a large chart or transparency of a sample catalog drawer to which students can refer.		4. Test: Given a specific subject, student will pick out the two guide cards it comes between.

IV. CARD CATALOG, CLASSIFICATION AND ARRANGEMENT (continued)

Upper Elementary

C. Alphabetizing
D. Catalog drawer labels and guide cards
E. Relation of call no. to locating materials
F. Types of catalog cards
G. Contents of book and audiovisual (AV) cards
I. Cross reference

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
5. identify the following types of catalog cards: .author .title .subject .audiovisual	5. Introduce each type separately until the identity of each is learned.	5. "Types of catalog cards": Programmed casette tape and flip card on author, title, subject cards - model at the Technical Assistance Center. (Can be reproduced on a self-help basis.)	5. Performance: Students are given strips of stiff paper on which are printed "Author," "Title," and "Subject." They are asked to choose a catalog drawer, find examples of each, and insert the appropriate strips of paper. Instructor is called to check their work.
6. identify the following contents of a catalog card: .author .title .subject .call no. .publisher .copyright date	6. Give small groups of students a time limit in which to list all contents they can name on a subject card. Give points for each named correctly. Verify by having groups take turns pointing to location of each fact on card. Students lose points for improper verification. Loss of 2 points if anything already said by a group is repeated.	6 and 7. -Enlarged Wilson Catalog Cards by Sturgis. -Duplicate catalog cards.	6. Test: Student is given a worksheet at the top of which is a sample catalog card. Student is asked to fill out below the name of the author, title, call no., etc.
7. state the purpose of basic information on catalog cards.	7. Discuss the purpose of information such as the call number, copyright date on the catalog card.		7. Test: Each student will be able to state reasons for information on the catalog card of items such as the call number and copyright date.

IV. CARD CATALOG, CLASSIFICATION AND ARRANGEMENT (continued)

Upper Elementary

C. Alphabetizing
D. Catalog drawer labels and guide cards
E. Relation of call no. to locating materials
F. Types of catalog cards
G. Contents of book and audiovisual (AV) cards
I. Cross reference

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
8. differentiate between specific and general subject headings.	8. Use synonyms to locate terms relating to specific and general topics. Mix terms together and have students classify properly.	8. Dictionary of Synonyms	8. Test: Given a list of topics student will identify them as specific and general.
9. select appropriate subject headings to find information on a given topic.	9. Use a worksheet containing several topic sentences. Direct students to underline key words in sentences. After activity, have students discuss answers and rationale for them. 9. Have students suggest several subject headings for a given topic, and verify choices by checking in the card catalog.	9. Use backs of duplicate catalog cards.	9. Performance: Given a topic, student will select several appropriate subject headings.

IV. CARD CATALOG, CLASSIFICATION AND ARRANGEMENT (continued)

Upper Elementary

C. Alphabetizing
D. Catalog drawer labels and guide cards
E. Relation of call no. to locating materials
F. Types of catalog cards
G. Contents of book and audiovisual (AV) cards
I. Cross reference

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
10. use the card catalog to locate book and AV materials.	10. Give students cards on each of which the following has been written: .title of a book .title of a filmstrip or other AV material .author of a book .subject Instruct students to look in the card catalog to find the specific card or cards needed, write down call numbers on a scratch piece of paper, and then locate the material on the shelves.		10. Performance: "Hunt for mystery sentences": Student will be given several items to find in the card catalog and then find on the shelves. When student finds the correct material, taped on the spine is a "word." When all materials are found, the words thus collected will make up a complete sentence. 10. Performance: Student will be able to complete a teacher assignment in a specific subject area requiring use of the card catalog. 10. Performance: Student will create a reference question and use the card catalog to locate the answer.
11. be introduced to the cross-reference card.	11. Use a large chart or transparency to introduce the identity and purpose of the following cards: ."See" reference ."See also" reference Show several examples and have students identify the type and purpose of the cross-reference card shown.	11. Various teaching materials such as: .chart .transparency	11. Oral quiz: Student will be able to tell what kind of cross-reference card is being shown and how it would be used.

IV. CARD CATALOG, CLASSIFICATION AND ARRANGEMENT

H. Classification system

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. understand the need for a classification system.	1. Given a random collection of books that represents a home library, have small groups of students classify the books in some way so that they can find individual books easily. Group shares how they classified books and why (color, size, alphabetical order, etc.). 1. Group is then asked to imagine what library would be like if it were like a messy closet - books thrown here and there. After discussion establishes the need for some sort of order or system to find materials, present the Dewey Decimal System as a classification system.		1. Test: Student will be able to explain the need for a classification system.

IV. CARD CATALOG, CLASSIFICATION AND ARRANGEMENT (continued)
B. Classification system

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will: 2. be introduced to the Dewey Decimal System as a classification system: .rationale for system .how it is organized .10 main divisions.	2. Discuss Dewey Decimal System using chart to illustrate rationale and main organization. Explain sub-dividing by using child-related examples - e.g.: 300=boys 310=boys at "x" school 310.1=boys at "x" school with freckles Students can offer suggestions as the examples get more specific. This furnishes feedback to the instructor on the students' understanding of the concept. OR Use an example with actual Dewey numbers, e.g.: 500 - Pure Sciences 590 - Zoological Sciences 599 - Mammals 599.8 - Monkeys	2. How to Find a Book in the Library - Scholastic (poster)	2. Oral quiz: Student will be able to explain the Dewey Decimal System to others.
	2. Give student a card with one of 10 main divisions on it, e.g. science. Student will refer to Dewey Decimal chart, if necessary, and then go to the "500 section" and bring back a science book. Assist those having difficulty or pair off in teams so students can assist each other.		2. Performance: Student will be able to locate materials in the library using the card catalog and Dewey Decimal System.

V. RESEARCH AND REFERENCE RESOURCES
A. Dictionaries

Upper Elementary

P

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. dintinguish between an abridged and unabridged dictionary.	1. Have students look up a list of common nouns in an abridged and an unabridged dictionary and compare the information given.	1 to 3. Examples of abridged and unabridged dictionaries.	1. Oral quiz: Student will identify an unabridged dictionary and an abridged one, and discuss the differences and similarities between them.
2. identify, know the purpose of, and use guide words, tabs, and the pronunciation key of the dictionary.	2. Walk students through abridged dictionary, pointing out use of guide words, tabs, and pronunciation key. Have them look up words using these aids.		2. Oral quiz: Student will find and pronounce selected words using guide words, tabs, and pronunciation key.
3. display skill in using a dictionary as a source of information.	3. Read a book aloud chapter by chapter. Each day more difficult words in next chapter are printed on acetate sheets and placed in "Mystery Words" box. Independently children look up words and write meanings on transparency. When chapter is read, all can see correct meanings of difficult words on overhead. 3. Introduce and practice using the dictionary to find the following aspects of words: .pronunciation .spelling .syllabication .definitions .parts of speech .synonyms .etymology	3. Acetate sheets.	3. Test: Each student will look up a series of words and answer questions about them relating to such aspects as syllabication, etymology, or synonyms.

V. RESEARCH AND REFERENCE RESOURCES (continued)
A. Dictionaries

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
4. be introduced to special dictionaries and be able to use them when appropriate.	4. Introduce, examine and use special dictionaries such as: .synonyms .rhyming .biographical .geographical .music .science	4. Various special dictionaries such as: .Music Dictionary .Webster's Biographical Dictionary .Webster's Geographical .Webster's New Dictionary of Synonyms	4. Oral quiz: Student will identify several kinds of special dictionaries. 4. Performance: Student will use appropriate special dictionary for a given purpose.

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V. RESEARCH AND REFERENCE RESOURCES
B. Encyclopedias

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. be introduced to the encyclopedia as a source of information on people, places, things, events, and ideas.	1. Consult encyclopedia and find examples of each kind of information. 1. Consult encyclopedia to locate information about the place (setting) in a story. Locate place on map or globe. Tell several things learned about the location. 1. Discuss copyright date in relation to up-to-date information.	1 to 7. A variety of encyclopedias, such as: .Britannica Junior Encyclopedia for Boys and Girls .Compton's Encyclopedia and Fact Index .Merit Students Encyclopedia .The World Book Encyclopedia 1. Map or globe.	1. Oral quiz: Student will identify the main kinds of information for which an encyclopedia is useful and give examples of each kind of information.
2. become knowledgeable in the arrangement of the various general encyclopedias available in school.	2. Discuss various arrangements of encyclopedias: .alphabetical arrangement .topical arrangement .thematic arrangement		2. Oral quiz: Student will be able to tell how various general encyclopedias are arranged.
3. become familiar with special features of the encyclopedias.	3. Show an index page to illustrate how information about a topic may be located in more than one volume of the set. 3. Have students practice using the following special features: .index .guide words .headings, subheadings .cross references .key words .terminology a) volume b) set c) column		3. Oral quiz: Student will identify and tell the purpose of each of the special features of an encyclopedia.

V. RESEARCH AND REFERENCE RESOURCES
B. Encyclopedias (continued)

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
4. be able to locate specific information in an encyclopedia by using appropriate key words.	4. Given several topics, student will list several key words and use the encyclopedia to verify choices.		4. Performance: On a specific topic, student will pick from several possible key words the correct one to locate information in the encyclopedia and will then proceed to find the specified information. 4. Performance: Student will be able to complete a teacher assignment in a specific subject area, requiring use of more than one encyclopedia.
5. become aware of various specialized encyclopedias and be able to use them when appropriate.	5. Introduce several specialized encyclopedias and discuss when to use each one.		5. Oral quiz: Student will identify different sets and tell what kind of information can be found in each set.
6. become aware of differences in treatment of a topic in various encyclopedias.	6. Have students work in teams. Each team is to look up one brief topic in several encyclopedias. Team reads the articles and compares treatment --similarities and differences. Each team reports to group.		6. Oral quiz: Student will tell at least one or more ways in which topic treatment can differ from encyclopedia to encyclopedia.

V. RESEARCH AND REFERENCE RESOURCES
B. Encyclopedias (continued)

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
7. select and dintinguish between a dictionary and an encyclopedia and use each appropriately.	7. Present students with a number of items - e.g. where a certain word originated; the presidency of George Washington - and have students first write down whether to look in dictionary or encyclopedia for answer. Students then use dictionary and encyclopedia to verify answers.	7. Dictionaries	7. Test: Student will identify whether a dictionary or an encyclopedia should be used to find information about a number of specified items.

V. RESEARCH AND REFERENCE RESOURCES
C. Periodicals

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. define a periodical and know its purpose.	1. Let students browse through a variety of magazines and newspapers that are issued periodically and explain the term, "periodical." 1. Ask students what they found out in browsing through periodicals. Bring out the point that periodicals are sources of current information. Allow time for several students to tell when their periodical was issued in order to reinforce the point.	1 and 2. Magazines, such as Highlights, National Geographic, Ranger Rick. 1 and 2. Newspapers, such as the Honolulu Advertiser or Star-Bulletin.	1. Oral quiz: Student will explain what a periodical is and when to use it.
2. locate specific articles or sections of a magazine or newspaper.	2. Talk to students about the use of the card catalog index to find things in the library, table of contents and index in a book, index in an encyclopedia, etc. Then ask how they think they might be able to find things in a magazine or newspaper. Once guides, such as index, have been found, direct students to use guide to find specific articles or sections of their choice. Next, working with a partner, have one student tell partner to find a specific section in his periodical and vice versa.		2. Performance: Student will be able to locate current information to share with the class.

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V. RESEARCH AND REFERENCE RESOURCES
D. Periodical indexes

Upper Elementary

D-22

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. recognize and know the purpose of a periodical index.	1. Show students available examples, discuss the purpose, and allow them to browse through indexes.	1 to 3. .H. W. Wilson pamphlet on Readers' Guide to Periodical Literature. .National Geographic Index. .Readers' Guide indexes in public library or secondary schools. .Subject Index to Children's Magazines.	1. Oral quiz: Student will be able to explain when to use a periodical index.
2. understand the arrangement of a periodical index.	2. Introduce students to the alphabetical arrangement using available examples.		2. Oral quiz: Student will be able to explain the arrangement of a periodical index.
3. be able to use available indexes to locate specific articles.	3. Have students: -examine sample pages of the index as instructor explains its use. -identify what magazines indexed are available in the library. -look up a subject in the index and locate a specific article in a magazine.		3. Performance: Given a topic, the student will be able to locate a specific article in a magazine by using an available index.

V. RESEARCH AND REFERENCE RESOURCES
E. Other reference sources

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
1. The student will recognize the following resources and be able to use them when appropriate: .vertical file materials .atlas, maps and globes .specialized indexes; e.g., indexes on poetry, fairy tales, plays, short stories. .almanacs, gazetteers .community resources	1. Have students examine each resource and try to discover uses for each. Discuss their findings and add any uses overlooked. Present a single resource at a time or several at one time. 1. Allowing students to refer to resources, have them complete a worksheet that directs them to identify in which resource certain information could be found, e.g., where would one find sports records or location of a river?	1. Globes 1. Maps 1. Various reference titles such as: ._Educational Field Trips in Hawaii_ - DOE Guide ._Goode's World Atlas_ ._Information Please Almanac_ ._Index to Fairy Tales, Myths, and Legends_ comp. by Mary Eastman ._Junior Book of Authors_ by Stanley Kunitz ._Subject Index to Poetry for Children and Young People_, comp. by Violet Sell, et al. ._Webster's Biographical Dictionary_ ._Webster's New Geographical Dictionary_ ._World Almanac_ 1. Vertical file (picture and pamphlet file).	1. Performance: Given a specific question the student will be able to identify the most appropriate resources to find the answer.

VI. APPRECIATION OF RESOURCES
A. Reading, listening, and viewing guidance

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. be familiar with various types of literature.	1. Introduce students through a variety of media to different types of literature such as poetry, folk tales, myths and legends, fantasy, realistic stories. 1. Introduce students through a variety of media to the different kinds of non-fiction such as science, history, biography, Hawaiiana.	1. Reading Guidance in a Media Age by Nancy Polette. 1 to 3. Individualized Reading, Book 2, Hayes duplicating masters.	1. Performance: Student will read, listen to, or view various types of literature.
2. pursue free and guided reading, listening, and viewing for enjoyment.	2. Introduce students to award-winning books: .Caldecott Award .Newbery Award .Nene Award 2. Correspond with favorite authors or television hosts or storytellers (e.g., John Robbins). 2. Have students listen to stories read aloud or to recordings. 2. Have students participate in the sharing of materials, e.g., book talks. 2. Have students review new books and other media for school newsletter or paper. 2. Provide students with reading contracts for supplementary reading.	2. Reading Guidance in a Media Age by Nancy Polette. 2. Community resources: .storytellers .puppet shows .plays, e.g., Honolulu Theatre for Youth Productions 2. Books Audiotapes Records TV 2. Developing a Successful Elementary School Media Center (pp. 66-72 sample reading contracts) by Lillian Glogau.	2. Performance: Student will share reading, listening, or viewing experience.
	(continued)	(continued)	

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
	2. Encourage participation in reading activities, e.g. Nene Contest. 2. Have students pantomime book titles for class to guess. 2. Request book talks from public library staff. 2. Have students recommend to their peers books that they have enjoyed by author, title, and location in the library. 2. Introduce students to the "transition" books (e.g., titles by Beverly Cleary, Carolyn Haywood, and Donald Sobol) that bridge the gap between picture and easy-to-read books, and substantial fiction and non-fiction (e.g., titles by E. L. Konigsberg and Joy Adamson).	2. Encourage students to participate in public library summer reading program. 2. Library books by authors such as: .Joy Adamson .Beverly Cleary .Carolyn Haywood .E.L. Konigsberg .Donald Sobol	
3. participate in reading, listening, and viewing activities for information.	3. Introduce students to various kinds of non-fiction such as science, history, biography and Hawaiiana in various media forms.		3. Performance: Student will share reading, listening, or viewing experience.

VI. APPRECIATION OF RESOURCES
B. Creative activities

Upper Elementary

Objectives	Suggested Activities	Suggested Resources	Evaluation
1. The student will have the opportunity to participate in creative activities related to library resources.	1. Have students: -prepare a story and read it to a kindergartener; help child borrow and care for book. -tape an easy story to accompany a book for younger student. -create a picture book using simple plot construction and original art work after reading and becoming familiar with many picture books. -create other forms of expression, such as an original biography, poetry, or drama. -produce simple TV programs, such as student telling a story. -write possible conclusions or solutions to open-ended stories. -create a radio skit on audiotape. -create book skits. -create dust jackets, posters, or cards for favorite books.	1. Film: The Story of a Book (Holling C. Holling) 1. Portapak 1. Tape recorder and blank audiotape. 1. Arts and crafts supplies.	1. Performance: Student will show enjoyment in creative activities related to library resources. Given a choice of a variety of activities in the classroom student will occasionally choose creative activities related to library resources. 1. Performance: Student products resulting from creative activities.

VII. RESEARCH AND REPORTING SKILLS

Upper Elementary

A. Selecting the topic
B. Locating, collecting, evaluating and organizing information from various sources
C. Outlining
D. Taking notes
E. Preparing a bibliography
F. Completing the report

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. use elementary research and reporting skills to select a topic.	1. Have students discuss selection of a topic including: .availability of materials. .scope of a topic. Given a list of topics such as animals, dogs, plants, and roses, have students choose topic that is manageable and justify choice.		1 to 6. Performance: Student will apply research skills to complete simple report satisfactory to self and instructor.
2. locate, collect, organize, and compare information from various sources.	2. Have students compare ideas, facts, and pictures found in one or more sources for similarity, difference, and contradiction.		
3. make a simple outline.	3. Have students: -discover rationale for outlining by engaging in several inquiry activities that lead to outlining. (E.g., having students organize assorted shapes of different colors and explain why they are organized as they are. Use this as a basis for developing an outline of organized shapes.) -practice developing own outlines based on brief stories or articles.		

(continued)

VII. RESEARCH AND REPORTING SKILLS (continued)

A. Selecting the topic
B. Locating, collecting, evaluating and organizing information from various sources
C. Outlining
D. Taking notes
E. Preparing a bibliography
F. Completing the report

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:	3. Guide students in the development of outlines for their topics.		
4. take notes.	4. Have students: -skim to find materials relevant to a topic. -summarize simple information found in resources. -discuss plagiarism. -prepare notes using a simple organizational pattern.		
5. compile a brief report from notes.	5. Guide students to support main ideas with facts found in resources. 5. Have students view film. After viewing, a note card is prepared by group on a transparency with guidance of instructor. Students can then practice preparing individual note cards.		
6. prepare a simple bibliography.	6. Discuss the rationale for a bibliography and have students examine sample bibliographies. Have students practice writing bibliographic forms such as: .books .encyclopedias .audiovisual materials	6. Variety of bibliographies.	

INTERMEDIATE SECTION

Grades 7-8-(9)

It has long been assumed that basic library use and study skills have been learned in grades K-6. Intermediate school teachers and librarians examining the "Sequential Development of Study Skills Related to Library Use," pages A-1 to A-3, will note that all skills have been introduced before this level, but not necessarily learned.

This section is devoted to REINFORCING skills; librarians, and teachers should diagnose student needs before teaching a particular skill. Instruction should be adapted to the needs of the students, even if this means employing aspects of the preceding elementary school curriculum or advancing to the high school level. It should be understood that students will meet the objectives ACCORDING TO THEIR ABILITIES.

NOTE: Pages marked with a flag symbol (⚐) are flagged out as containing objectives that especially lend themselves to teaching in the classroom as well as in the library.

Intermediate

I. ORIENTATION

A. Introduction to personnel and their roles
B. Library courtesy and citizenship
C. Kinds and locations of materials

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. identify library personnel and describe their major duties.	1. Welcome and orient all students individually and in groups. 1. Present library staff and duties. 1. Discuss role of librarian and libraries so students gain perspective and appreciate present-day libraries.	1 to 3. "Do-it-yourself" slide/tape presentation, transparencies, layout map, videotape, student handbook. 1. Sound filmstrip Role of the Librarian in Media.	1. Performance: Student will identify staff and understand their duties. 1. Oral quiz: Student will name staff and enumerate their duties.
2. practice library citizenship and courtesy.	2. Issue library rules to all homerooms for permanent posting. 2. Discuss rules and library courtesy.	2. Posters with rules.	2. Performance: Student will demonstrate acceptable behavior in library.
3. locate and name the different sections in the library.	3. Arrange student tours of library to locate the different sections in the library such as: .circulation desk .card catalog .fiction/non-fiction .periodicals .reference .audiovisual materials and equipment .biography .vertical file 3. Have students label all major areas/materials on blank lay-out map. 3. Issue labeled maps of library to all classrooms for permanent posting.	3. Maps	3. Performance: Given the name of any section of the library, student will be able to find that section.

I. ORIENTATION
C. Kinds and locations of materials (continued)

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
4. know and explain sources of materials other than the school library.	4. Have students visit various other sources of materials: .special libraries .academic libraries .public libraries .museums	4. Special libraries such as: Medical Library, City and County Library, Hawaiian Telephone Co. 4. Academic libraries such as Community College libraries. 4. Public library. 4. Museums such as: Academy of Arts, Bishop Museum, Hulihee Museum.	4. Oral quiz: Student will name several other sources of materials and tell what kinds of materials they contain.

I. ORIENTATION
   D. Identification and care of book and audiovisual (AV) materials
   E. Identification and care of audiovisual equipment
   F. Circulation procedures

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. identify and handle book and audiovisual materials properly.	1. Demonstrate proper care of materials.	1. Materials such as: .audiocassette tapes .books .filmloops .filmstrips .microforms .periodicals .records .slides .transparencies .vertical file materials .videotapes	1. Performance: Student will identify, locate and handle materials appropriately. 1 and 2. Observation: Decrease in amount of damage incurred in a year.
2. identify, locate and handle audiovisual equipment properly.	2. Have those students who are capable serve as tutors demonstrating AV equipment. 2. Demonstrate proper care of equipment.	2. Do-it-yourself AV presentation to show use of equipment in the library. 2. Available equipment such as: .audiocassette recorder/player .camera .filmloop projector .filmstrip projector .microform projector .opaque projector .overhead projector .record player .8mm and 16mm film projector .slide projector .videotape recorder/player	2. Performance: Student will identify, locate and handle equipment carefully.

II. PARTS OF BOOKS
A. Identification and location
B. Utilization

Intermediate

E-5

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. identify, locate, and know the purpose of the introduction, preface, foreword, appendix and apply this knowledge.	1. Assess students' abilities to recognize the following parts of book using class texts as models: .illus/title/author .cover and spine .title page .copyright date .table of contents .preface or foreword .dedication (if any) .introduction .text (body) .bibliography .appendix .glossary .index	1 and 2. Textbooks and supplementary books of all types. 1 and 2. Transparencies with examples of bibliographical entries.	1 and 2. Performance: Student will be able to apply and use knowledge of parts of a book to complete an assignment.
2. use various parts of a book in carrying out assignments.	2. Have students answer general questions which require referring to each of the areas listed in activity #1. 2. Have students examine library books and textbooks to acquire information in order to: .make bibliographies .understand purpose of book .understand order of book .understand scope of book 2. Have students compare and explain uses of table of contents and index in seeking information from a book.		2. Performance: Student will refer to appropriate parts of a book to gain information needed.

III. AUDIOVISUAL (AV) RESOURCES
B. Operation of AV equipment
C. Utilization of AV resources
D. Production of AV materials

Intermediate

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will: 1. select AV resources appropriate for a specific piece of equipment.	1. Have students select and match microform to appropriate equipment.	1 to 3. Audiovisual equipment such as: .Filmloop projector .Filmstrip previewer .Filmstrip projector .Opaque projector .Overhead projector .Record player .Tape recorder, cassette and reel-to-reel .Super 8mm and 16mm projector .Slide projector .Videotape recorder/ player .Microform projector/ reader and microform.	1. Performance: Student will use relevant AV resources in class assignments. 1. Performance: Student will select and use appropriate equipment for various microforms.
2. learn to operate AV equipment as appropriate and available.	2. Provide students with opportunities to operate a wide variety of AV equipment.		2. Performance: Student will properly operate AV equipment.
3. become a more discriminating user of AV resources.	3. Have students: -analyze TV preferences and habits. -compare TV production or movie to original on which it is based. -analyze program for bias, propaganda, audience and purpose. -analyze advertising. -develop criteria for evaluating of TV offerings. -write for and analyze TV transcript. -compare filmstrip or film with original book.	3. TV studio and staff. 3. TV transcript (Contact DOE's ETV Unit for furhter information.)	3. Performance: Student will use relevant AV resources in class assignments. 3. Performance: Student will use more AV resources. 3. Oral quiz: Student will be able to justify choices of various AV resources.

III. AUDIOVISUAL (AV) RESOURCES (continued)
B. Operation of AV equipment
C. Utilization of AV resources
D. Production of AV materials

Intermediate

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
4. become a more discriminating selector of the type of AV production needed to effectively present an idea.	4. Guide students in developing criteria for selecting appropriate type of media for production.		4. Performance: Student will select appropriate media for production. 4. Performance: Student will select appropriate media for production to accompany oral report.
5. produce AV materials as related to an assignment.	5. Provide students with opportunities to produce various kinds of materials such as: .posters .simple transparencies .pictures (mounted or projected) .taped recordings .slides .videotapes .movies	5. Various supplies such as: .blank tapes .blank transparencies .poster board Various equipment such as: .camera .videotape recorder	5. Performance: Student will use originally produced material as part of an assignment.

IV. CARD CATALOG, CLASSIFICATION AND ARRANGEMENT

Intermediate

A. Arrangement of materials
B. Shelf labels
C. Alphabetizing
D. Catalog drawer labels and guide cards
E. Relation of call no. to locating materials
F. Types of catalog cards
G. Contents of book and audiovisual (AV) card
H. Classification system
I. Cross reference

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. understand and use the classification system of a particular library to locate major subject areas.	1. Have students review concept of a classification system and practice locating major subject areas using Dewey Decimal System of Classification.		1. Test: Given a topic, student will explain why it is assigned a particular call number and be able to locate a book on that topic.
2. use cross-reference cards.	2. Have students practice using "see" and "see also" card.	2 to 6: Card catalog. 2. Transparencies of examples of cross-reference cards.	2. Performance: Given a topic that requires using a cross-reference card, student will be able to use various types of cross-reference cards effectively.
3. find subject headings pertaining to the topic for which information is needed.	3. Have students suggest several subject headings for a given topic and verify choices by checking in the card catalog.		3. Performance: Given topic for an assignment, student is able to find needed materials by locating them under different, but related, subjects.
4. select a broad subject heading in the card catalog and narrow it to a more specific one.	4. Have students practice going from "general" to "specific" with a list of assigned topics.	4 and 5. . Sears Subject Headings. . Library of Congress Subject Headings	4. Performance: Given a topic, the student will be able to select from the card catalog the specific and a general subject heading relating to the topic.

IV. CARD CATALOG CLASSIFICATION AND ARRANGEMENT (continued)

Intermediate

- A. Arrangement of materials
- B. Shelf labels
- C. Alphabetizing
- D. Catalog drawer labels and guide cards
- E. Relation of call no. to locating materials
- F. Types of catalog cards
- G. Contents of book and audiovisual (AV) cards
- H. Classification system
- I. Cross reference

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
5. select a very specific subject heading in the card catalog and relate to general one.	5. Have students practice going from "specific" to "general" with another list of topics.		5. Performance: Given a topic, the student will be able to select from the card catalog the specific and a general subject heading relating to the topic.
6. use the card catalog to find a variety of resources for information and pleasure.	6. Review previously learned concepts about card catalog: i.e., kinds of cards, information on each, etc. 6. Practice using card catalog by answering questions about library material. 6. Students play card catalog game: Teams race to answer one question correctly in card catalog at a time.		6. Performance: Student will independently locate a variety of materials in the card catalog and find them.

V. RESEARCH AND REFERENCE RESOURCES
A. Dictionaries
B. Encyclopedias

Intermediate

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. demonstrate facility in the use of the dictionaries and encyclopedias.	1. Discuss the special features of the abridged, unabridged, and special dictionaries; and plan an assignment using them. 1. Discuss the special features of the general and special encyclopedias, and plan an assignment using them.	1 and 2. -General dictionaries such as: .Random House Dictionary of the English Language -Special dictionaries such as: .Funk and Wagnall's Modern Guide to Synonyms -General encyclopedias such as: .World Book Encyclopedia -Special encyclopedias such as: .International Wildlife .Book of Popular Science	1. Performance: Student will independently find the information needed in a dictionary and encyclopedia.
2. discriminate among various kinds of dictionaries and encyclopedias and select the appropriate one for a particular purpose.	2. Select a common topic and look in several encyclopedias to compare features such as length and scope of articles, number of sub-topics, number and quality of illustrations.		2. Performance: Given a specific word or topic, student will be able to select the appropriate dictionary or encyclopedia.

E-10

V. RESEARCH AND REFERENCE RESOURCES
C. Periodicals
D. Periodical indexes

Intermediate

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. use periodicals as a source of current information.	1. Use periodicals to discuss what kinds of topics are typically found in them.	1. Periodical collection (magazines and newspapers).	1. Performance: Given a variety of topics, student will identify those that are typically found in periodicals.
2. recognize and know the purpose of periodical indexes, such as the Readers' Guide to Periodical Literature (RG).	2. Have students examine, compare, and discuss the purpose of indexes such as: .RG .Local newspaper index	2 to 4. .Abridged Readers' Guide to Periodical Literature .Readers' Guide to Periodical Literature .H. W. Wilson pamphlet: How to use the Readers' Guide to Periodical Literature .Index to Advertiser and Star-Bulletin	2. Oral quiz: Student will be able to explain when to use the Readers' Guide.
3. identify, know the purpose of and locate each of the following features of a periodical index, such as RG: -Key to abbreviations -Parts of the entry -Sub-headings -Cross-references -"By and about" references -Cumulation	3. Have students: -examine pages of RG as instructor explains use. -practice finding articles by filling in worksheets asking for article title, author, etc. -practice finding information for Hawaiiana project in local newspaper index.		3. Performance: Student will be able to identify, know the purpose of and locate each of the special features in RG.

V. RESEARCH AND REFERENCE RESOURCES (continued)
C. Periodicals
D. Periodical indexes

Intermediate

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
4. use periodical indexes such as RG by applying knowledge of the special features and key words.	4. Have students: -identify what magazines indexed in RG are available in the library.		4. Performance: Given a topic the student will be able to locate several related articles in various periodicals by using appropriate index.
	-complete an assignment limited to the use of periodicals.		
	-look up subject in RG, and fill out "Magazine Request Slips" correctly.		
	-practice finding articles by filling in worksheets asking for article title, author, etc.		
	-practice finding information for Hawaiiana project in local newspaper index.		

V. RESEARCH AND REFERENCE RESOURCES
E. Other reference sources

Intermediate

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. use the vertical file.	1. Give an assignment requiring the use of the vertical file.	1. Vertical file (picture and pamphlet file).	1. Performance: Student will apply use of vertical file resources to complete individual assignments.
2. recognize and use special references such as indexes, yearbooks, handbooks, almanacs, gazetteers, and community resources.	2. Demonstrate use of specialized references and emphasize criteria for using each reference. 2. Have students see actual pages of atlases by opaque projection. 2. Have students participate in a "round-robin" activity in classroom where books are displayed according to type. Have students examine and handle them.	2. -Bishop Museum -Community resource file -Indexes, yearbooks, handbooks, almanacs such as: .Information Please Almanac .Poetry Index .Short Story Index	2. Performance: Student will apply use of special references to complete individual assignments.
3. use appropriate special biographical references.	3. Introduce students to a variety of biographies, locate individual and collective biographies on the shelves. 3. Have students see by opaque projection actual pages from general biographical dictionaries.	3. -General biographical dictionaries, encyclopedias, biographical indexes such as: .Current Biography .Something About the Author .Webster's Biographical Dictionary .Who's Who (Series)	3. Performance: Given a list of people to identify, student will use appropriate biographical references.

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will: 4. use special reference materials in all subject areas such as: .Social studies .Science .Mathematics .Language arts .Health .Guidance .Art .Music .Foreign languages	4. Have students become aware of scope and arrangement of reference books in subject areas. 4. Have students look at reference books and practice using them. 4. For additional ideas, refer to activities in curriculum guides. 4. Introduce appropriate subject reference books to individual classes.	4. Reference titles such as: .American Heritage Index .Atlas of American History .Atlas of Hawaii .Bartlett's Familiar Quotations .The Civil War .Things Japanese 4. Curriculum guides.	4. Performance: Student will use special reference materials to complete individual assignments in various subject areas.

VI. APPRECIATION OF RESOURCES
A. Reading, listening, and viewing guidance
B. Creative activities

Intermediate

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. be familiar with and distinguish among various types of literature.	1. Explain the various genres such as fantasy, realistic stories, traditional tales, non-fiction and poetry. Discuss the kinds of reading needed for each genre.	1 to 4. -Language Arts curriculum materials and library books. -Public and school librarians. -Bibliographies, reading lists.	1. Test: Student will be able to identify various types of literature.
2. read, listen, and view for information.	2 and 3. Introduce "transitional" literature through various media which will bridge the gap between juvenile and young adult literature.		2 and 3. Performance: Student will read, listen, and view for a variety of purposes.
3. read, listen, and view for pleasure.	3. Encourage participation in outside activities designed to promote reading, listening, and viewing for enjoyment such as: -Nene Contest -Book Fair -MS Read-a-Thon -Summer reading program -Television -Movies 3. Request book talks. 3. Have students use bibliographies on specialized topics. 3. View filmstrip or movie and compare with original book. 3. Have students give book talks.		

VI. APPRECIATION OF RESOURCES (continued)
A. Reading, listening, and viewing guidance
B. Creative activities

Intermediate

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will: 4. have the opportunity to participate in creative activities related to library resources.	4. Have students: -write original endings to stories. -create by writing or videotaping original stories and poems based on experiences and imagination.		4. Performance: Given a choice of a variety of activities, student will occasionally choose creative activities related to library resources.

VII. RESEARCH AND REPORTING SKILLS

Intermediate

A. Selecting the topic
B. Locating, collecting, evaluating, organizing information from various sources
C. Outlining
D. Taking notes

Objectives	Suggested Activities	Suggested Resources	Evaluation
1. Student will use basic research techniques to:	1. Have students:	1. Workbooks like Allyn and Bacon's Study Skills for Information Retrieval, Bk. III.	1. Performance: Student will use research techniques to complete a report.
-select a topic.	-discuss selection of topic including topics that are too broad or too narrow and why, reasons such as availability of sufficient resources.		
-locate, collect, evaluate and organize information from various sources.	-use several of student's topics to illustrate procedures for locating and collecting information. -examine models of completed reports.	1. Examples of completed reports.	
-obtain a general overview on the topic.	-read broad overviews found in texts or encyclopedias.	1. Standard texts in class general encyclopedias.	
-outline	-discuss rationale for outlining and examine sample outlines. -practice developing own outlines.		
-take notes.	-demonstrate ways to take notes. -discuss plagiarism, proper citation, crediting of sources, as well as "fair use" aspects of copyright law.		

VII. RESEARCH AND REPORTING SKILLS
E. Preparing a bibliography
F. Completing report

Intermediate

Objectives	Suggested Activities	Suggested Resources	Evaluation
1. The student will:			
-compile a bibliography.	-Discuss rationale for a bibliography. -Look at examples of bibliographies. -Practice writing bibliographic forms such as: .books .pamphlets .encyclopedias .magazines .newspapers .audiovisual software	1. Sample bibliographies. 1. Transparencies of examples.	
-complete the report.	-Understand concept of a draft and do rough draft using outline.		

HIGH SCHOOL SECTION
Grades (9)-10-12

As students reach high school, they should be refining the skills already learned. At this level, too, they should be independently applying their knowledge of library utilization and study skills to all their assignments in each subj[illegible] area. Reinforcement will still be necessary, and librarians and teachers [illegible]gether will still need to employ elements of the elementary and intermediate school curricula to assure that all students have learned their basic study skills relating to library utilization.

NOTE: Pages marked with a flag symbol (⚐) are flagged out as containing objectives that especially lend themselves to teaching in the classroom as well as in the library.

I. ORIENTATION

A. Introduction to personnel and their roles
B. Library courtesy and citizenship
C. Kinds and locations of materials

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. identify library personnel and describe their major duties.	1. Welcome and orient all students individually and in groups. 1. Present library staff and describe their duties, emphasizing services offered. 1. Discuss role of librarian and libraries so students gain perspective and appreciation of modern libraries.	1 to 3. Do-it-yourself charts, transparencies, slide presentation, or videotape. 1. Sound-filmstrip: Role of the Librarian in Media. Miller-Brody.	1. Oral quiz: Student will name staff and enumerate their duties.
2. practice library citizenship and courtesy.	2. Issue library rules and map to all homerooms for posting. 2. Discuss rules and library courtesy.		2. Performance: Student will demonstrate acceptable behavior in library.
3. locate and name the different sections of the library.	3. Arrange student tours of library, pointing out areas such as: .circulation desk .card catalog .fiction/non-fiction .periodicals .reference .AV materials and equipment .biography .vertical file (pamphlet or picture files) 3. Have students label prepared layout map accurately.		3. Performance: Student will be able to locate various sections of the library.

I. ORIENTATION
D. Care of book and audiovisual (AV) materials
E. Identification and care of audiovisual equipment
F. Circulation procedures

High School

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. identify, locate and handle book and audiovisual materials properly.	1. Remind students of their responsibility in caring for materials and equipment: .by example .by discussion .by demonstration	1. Materials such as: .library book collection and .audio and videotapes .filmloops .filmstrips .microforms .records .slides .transparencies	1. Performance: Student will handle materials appropriately. 1. Observation: Student handling will result in a decrease in amount of damage incurred annually.
2. identify, locate, and handle audiovisual equipment properly.	2. Have those students who are capable serve as tutors, demonstrating handling of audiovisual equipment.	2. AV equipment such as: .audio/video recorder/player .camera .filmstrip projector .overhead projector .phonographs .16mm projector .slide projector .super 8 projector .TV	2. Performance: Student will be able to identify, locate, and handle audiovisual equipment appropriately.
3. use proper circulation procedures.	3. Post clear instructions for use by students.	3. Do-it-yourself or commercial signs, graphics, posters.	3. Performance: Student will use circulation procedure without aid and have few overdues.

F-3

II. PARTS OF BOOKS
A. Identification and location
B. Utilization

High School

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. use various parts of a book in assignments.	1. Assign students to: -examine library and textbooks to secure specific information from the various parts in order to .make bibliographies .understand purpose of the book .understand order of the book .understand scope of the book	1. Textbooks and supplementary texts.	1. Performance: Student will use parts of books in order to acquire needed information.
	-distinguish and relate parts of a book to information on catalog cards and bibliographies.		
	-compare and explain uses of table of contents and index in seeking information from a book.		1. Performance: Student will use indexes in books in order to find specific topics.

F-4

III. AUDIOVISUAL (AV) RESOURCES

High School

B. Operation of AV equipment
C. Utilization of AV resources

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. become a more discriminating user of audiovisual resources.	1. Plan utilization of audiovisual resources with those who wish to use them in their assignments.	1. AV materials such as: .filmloops .filmstrips .microforms .records .slides .tapes .transparencies	1. Performance: Student will use relevant audiovisual resources in assignments. 1. Oral quiz: Student will be able to justify choices of various audiovisual resources. 1. Performance: Student will increase use of audiovisual resources.
	1. Have students: -analyze TV preferences and habits. -compare TV production or movie to original book. -analyze programs for bias, propaganda, audience, and purpose. -analyze advertising. -develop criteria for evaluating TV offerings.	1. TV studio 1. TV transcripts (contact DOE's ETV unit for information - 988-2117).	
2. operate audiovisual equipment as available and appropriate.	2. Provide students with opportunities to operate a wide variety of AV equipment.	1 and 2. AV equipment, such as: .audio/video recorder or player .camera .filmloop projector .filmstrip projector .microform reader .opaque projector .overhead projector .phonograph .16mm projector .slide projector .TV	2. Performance: Student will operate AV equipment properly.

III. AUDIOVISUAL (AV) RESOURCES

D. Production of AV materials

High School

Objectives	Suggested Activities	Suggested Resources	Evaluation
1. The student will become a more discriminating producer of AV materials for assignments.	1. Demonstrate graphic techniques such as printing, hand-lettering, copying devices, lettering devices, stencils.	1. Production equipment as available.	1. Performance: Student will create increasingly sophisticated productions.
	1. Demonstrate transparency-making by such methods as thermal, diazo, color-lift, hand-drawn.		
	1 Demonstrate flat picture-making such as hand-drawn, dry mounted, laminated, photographic.		
	1. Discuss uses and values of various graphic techniques.		
	1. Provide students with opportunities to create various types of graphics.		
	1. Have students: -critique their own productions for content and effectiveness.	1. AV Coordinator as consultant	
	-plan, photograph, edit pictorial segments, possibly with sound, as a project.	1. Cameras 1. Audio recorders	
	-use camera to record field trips, research, public relations.		
	-videotape dramas, assemblies, guest speakers.	1. Port-a-pack VTR	

IV. CARD CATALOG, CLASSIFICATION, AND ARRANGEMENT

High School

A. Arrangement of materials
B. Shelf labels
C. Alphabetizing
D. Drawer labels and guide cards
E. Relation of call no. to locating materials
F. Types of catalog cards
G. Contents of book and audiovisual (AV) cards
H. Classification system
I. Cross-reference

F-7

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. understand the concept of classification systems.	1. Have students review Dewey Decimal System of classification and become aware of other systems, such as Library of Congress System.	1. College level libraries, such as the University of Hawaii system. 1 to 3. Card catalog.	1. Test: Student will be able to explain the concept of classification systems.
2. find subject headings in the card catalog pertaining to a particular topic for which information is needed.	2. Have students practice selecting their own topics and related broad or narrow subjects in the card catalog. 2. Have students analyze their report topics and select related subject headings in the card catalog.		2. Performance. Student will select a topic and find needed materials by locating them under different but related subjects in the card catalog.
3. use the card catalog to find a variety of resources for information and pleasure.			3. Performance: Student will be independently motivated to locate a variety of materials in the card catalog and find them.

V. RESEARCH AND REFERENCE RESOURCES
A. Dictionaries
B. Encyclopedias

High School

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. select encyclopedias and dictionaries by applying such criteria as: .scope .accuracy .authority .recency .level of reading difficulty	1. Give students several reference materials such as a geographical dictionary, a general encyclopedia, and a special encyclopedia and have them choose and justify which would be best for a given purpose.	1 and 2. General dictionaries such as: .Webster's Collegiate Dictionary .Webster's Third International. 1 and 2. Special dictionaries such as: .Acronyms and Initialisms Dictionary .Mathematics Dictionary .Webster's Geographical Dictionary. 1 and 2. Dictionaries, abridged and unabridged as available. 1 and 2. General encyclopedias such as: .Encyclopedia Americana .Encyclopedia Britannica .World Book Encyclopedia. 1 and 2. Special encyclopedias such as: .Encyclopedia of Mental Health .Encyclopedia of Philosophy .Encyclopedia of the Social Sciences .McGraw-Hill Encyclopedia of Science and Technology.	1. Test: Student will choose dictionaries and encyclopedias for specific purposes and justify choices.
2. demonstrate skill in using dictionaries and encyclopedias and apply this skill effectively in completing assignments.	2. Have students use a variety of dictionaries and encyclopedias.		2. Performance: Given an assignment, student will independently find the needed information in a dictionary and encyclopedia.

V. RESEARCH AND REFERENCE RESOURCES
C. Periodicals
D. Periodical indexes

High School

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. use a wide variety of periodicals as sources of information.	1. Have students examine a wide variety of periodicals and discuss the unique features of each. 1. Discuss such things as editorial policy, bias in reporting, scope, and accuracy.	1 to 4. Periodical collection.	1. Performance: Student will be able to use a wide variety of periodicals as sources of information.
2. display skill in using the Readers' Guide to Periodical Literature, by applying knowledge of special features and key words.	2. Assign students those activities which will necessitate their using the Readers' Guide.	1 to 3. Readers' Guide to Periodical Literature.	2. Performance: Student will be able to locate independently several related articles in various periodicals by using the Readers' Guide.
3. independently determine whether a particular topic requires the use of periodicals.	3. Have students select from a given list of topics those that require the use of periodicals and justify choices.		3. Performance: Having chosen a topic, student will be able to recognize whether periodicals are required as a source of information.
4. use other periodical indexes.	4. Introduce various periodical indexes and apply techniques of index usage.	4. Other indexes such as: .Biography Index .Index to Advertiser and Star-Bulletin	4. Performance: Student will apply knowledge of use of periodical indexes to individual assignments.

V. RESEARCH AND REFERENCE SOURCES
E. Other reference sources
1. Vertical file
2. Community resources
3. Indexes, almanacs
4. Special biographical references

High School

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. use vertical file.	1. Apply use of vertical file to individual assignments.	1. Vertical file (picture and pamphlet file).	1. Performance: Student will cite vertical file materials in bibliographies.
2. use community resources.	2. Have students assist in compiling a file of community resources and require its use in specified assignments.	2. Community resources such as: .Bishop Museum .Dept. of Labor 2. Speakers list: .Neighborhood organization leaders.	2. Performance: Student will use community resources in completing specified assignments.
3. use special reference sources such as indexes, yearbooks, handbooks, manuals, and guides.	3. Introduce and demonstrate use of special reference sources and emphasize criteria for using each.	3. Special references such as: .American Political Dictionary .Short Story Index .Statesman's Yearbook .U.S. Government Organization Manual	3. Performance: Student will use special references in completing specified assignments.
4. use appropriate special biographical references.	4. Explain need to use card catalog in locating biographies in areas such as science and the arts which are often shelved with subject.	4. Biographical references such as: .Current Biography .Dictionary of American Biography .Twentieth Century Authors .Who Was Who	4. Performance: Student will use special biographical references in completing specified assignments.

V. RESEARCH AND REFERENCE SOURCES
E. Other reference sources
5. Subject area references

High School

Objectives	Suggested Activities	Suggested Resources	Evaluation

1. The student will select and use special reference materials in all subject areas as appropriate:
.Art
.Business
.Career Education
.Foreign Languages
.Guidance
.Health
.Language Arts
  .composition
  .literature
.Mathematics
.Science
.Social Studies
	1. ALL SUBJECTS:
	For additional ideas, refer to activities in curriculum guides.
	Introduce major references in each subject area, such as:
		1. Subject area references such as:
		.American Political Dictionary
		.Bulfinch's Mythology
		.Guide to Occupations in Hawaii
		.Hawaii Place Names
		.Mathematics Dictionary
		.Occupational Outlook Handbook
		.Oxford Companion to the Theatre
		.Worldmark Encyclopedia of the Nations
		.Writers' Guide and Index to English
			1. Performance: Student will use special reference sources to complete specified assignments in various subject areas.

	Science: Describe major subject areas covered in science references such as: .astronomy .biology .botany .chemistry .earth sciences .environmental sciences .physics .zoology and discuss some specific reference sources for each.	1. Science references such as: .Book of Popular Science .Handbook of Chemistry and Physics .McGraw-Hill Encyclopedia of Science and Technology	
	(continued)	(continued)	

V. RESEARCH AND REFERENCE SOURCES
E. Other reference sources
5. Subject area references (continued)

High School

Objectives	Suggested Activities	Suggested Resources	Evaluation
	Social Studies: Describe major subject areas covered in social studies references, such as: .anthropology .consumerism .economics .geography .history .political science .psychology .sociology and discuss some specific reference sources for each.	1. Social Studies references such as: .*Atlas of Hawaii* .*Book of the States* .*Encyclopedia of Mental Health* .*Encyclopedia of the Social Sciences* .*U.S. Government Organization Manual*	
2. The student will apply criteria such as scope, accuracy, authority, and recency in selecting and using subject area references.	2. Discuss application of these criteria in selecting among various subject area references for use in assignments.		2. Performance: Given an assignment in a particular subject, student will apply selection criteria in choosing the appropriate subject area reference for needed information.

VI. APPRECIATION OF RESOURCES
A. Reading, listening, and viewing guidance
B. Creative activities

High School

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
1. distinguish among various types of literature.	1 and 2. Discuss and analyze the various genres as well as the kinds of reading needed for each.	1 to 4. Language Arts curriculum materials and library books.	1 and 2. Test: Student will be able to distinguish among the various types of literature.
2. analyze the various types of literature in terms of setting, plot, characters, and theme as appropriate.			
3. read, listen, and view for information.	3 and 4. Introduce "transitional literature" through a variety of media which will bridge the gap between juvenile and young adult/adult literature.		3 and 4. Performance: Student will read, listen, and view for a variety of purposes.
4. participate in reading, listening, and viewing for pleasure.	4. Encourage students' participation in outside activities designed to promote reading, listening, and viewing for enjoyment such as book fairs, summer reading programs, television, and movies. 4. Request book talks. 4. View educational films, filmstrips, or movies and compare with original book.	4. Bibliographies and book lists. 4. Public and school librarians.	

VI. APPRECIATION OF RESOURCES (continued)
A. Reading, listening, and viewing guidance
B. Creative activities

High School

F-14

Objectives	Suggested Activities	Suggested Resources	Evaluation
The student will:			
5. have opportunity to participate in creative activities related to library resources.	5. Have students create by writing or videotaping original stories, poems and dramas based on experience and imagination.		5. Performance: Given a choice of a variety of activities, student will occasionally choose creative activities related to library resources.

VII. RESEARCH AND REPORTING SKILLS

A. Selecting the topic
B. Locating, collecting, evaluating, and organizing information from various sources
C. Outlining
D. Taking notes

High School

Objectives	Suggested Activities	Suggested Resources	Evaluation
1. The student will use research techniques to:	1. Have students:		1. Performance: Student will be able to use research techniques to write a report.
-select a topic.	-discuss selection of a topic including: .limitations of the subject. .availability of a variety of resources.		
-locate, collect, evaluate, and organize information from various sources.	-interpret information gained by: .recognizing propaganda techniques .inferring facts from reading resources such as graphs, charts, tables, cartoons.		
-proceed from reading an overview of the subject to secondary and primary sources of materials.	-use examples of primary and secondary sources and have student identify each.		
-outline.	-examine model outlines and practice developing their own.		
-take notes.	-discuss the ethics of plagiarism and details of copyright law regarding "fair use." -prepare notes giving credit when material is quoted and citing it properly.		

VII. RESEARCH AND REPORTING SKILLS
E. Preparing a bibliography
F. Completing the report

High School

Objectives	Suggested Activities	Suggested Resources	Evaluation
1. The student will use research techniques to:	1. Have students:		
-prepare the bibliography.	-examine and write various bibliographic forms, such as: .books .pamphlets .encyclopedias .magazines .newspapers .audiovisual software	1. Sample bibliographic forms.	
	-prepare a bibliography which follows a specified manual of style.	1. Style manuals such as: .*Students' Guide for Writing College Papers* by Kate Turabian.	
-write the paper.	-discuss the concept of a draft and do rough draft using outlines.		
	-discuss and practice writing quotations and footnotes according to a specified manual of style.		

FS=Filmstrip
AC=Audio-cassette
FL=Filmloop

RESOURCES *

The K-12 Study Skills Related to Library Use Curriculum Guide contains suggested resources, many of which will in time become outdated. The librarians and teachers who actively carry out the objectives contained here should be constantly alert to new and better materials which will enhance the program.

PROFESSIONAL

1. One-stop shopping
    1 FS and cassette 15 mins. color FS
    Wisconsin Library Association

2. The role of the librarian in media
    Miller-Brody FS
    2 FS/2 cassettes or record
    E-J-H

TESTS

1. National test of library skills
    Irene Gullette, Frances Hatfield,
    William Myers
    6301 Southwest Fifth Street
    Fort Lauderdale, Florida
    Levels 4-12
    1967

2. Test of library/study skills
    Irene Gullette and Frances Hatfield
    Larlin Corporation
    P. O. Box 1523
    Marietta, Georgia 30061
    Level I (grades 2-5)
    Level II (grades 4-9)
    Level III (grades 8-12)
    1975

16MM — DOE Film Catalog

1. Finding information
    Waterman Films 0913
    Pied Piper Productions
    1970 11 mins.
    Gr. 4-7

2. How to use the Readers' Guide to Periodical Literature
    ACI Films 5063
    1967 12 mins. sound/color
    Elem.-Ad.

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* This supplementary resources list will be periodically updated to assist users of this curriculum guide.

RESOURCES

16MM (continued)	DOE Film Catalog #
3. Learning with today's media	
Encyclopaedia Britannica Ed. Corp.	6159
1974 35 mins. sound/color	
Gr. Ad.	
4. The study series	
AIMS	
1966 8 films	
El-Jr. High	
1. Why we learn	3994
2. How we learn	3864
3. How we study	3865
4. Why we listen	3955
5. Why we read	3996
6. How to take notes	3861
7. Where to find it	3992
8. How to write a report	3862

OTHER

1. Basic library skills	
Milliken Pub. Co.	Trans.
28 student worksheets	
12 transparencies	
Grades 4-8	
2. Basic study skills	
Using a dictionary	FS
Using an encyclopedia	
Using reference books	
Using the card catalog	
Learning Tree 1975	
Grades 4-7	
3. Books and more: the library media center (Series)	
Getting to know the library media center	FS
Using books in the library media center	
Finding your way in the card catalog	
Using A-V materials in the library media center	
Using reference tools--the encyclopedia and the dictionary	
ACI Films 1974	
Grades 3-6	
4. The card catalog	
Media Masters	FS
1 sound filmstrip 11½ mins. 1972(?)	
5. The card catalog (rev. ed.)	
Library Filmstrip Center	FS
1968 48 frames 1 sound filmstrip	

RESOURCES

OTHER (continued)

6. Card-o-log
Scott Foresman Cards
1973 2 card decks

7. Dictionary skills
Denison Workbook
3 workbooks
Gr. 3-7

8. The elementary school library
Society for Visual Education, Inc. FS
4 sound filmstrips 1977
Introducing the library
Using the card catalog
Using reference works
Reports and research
E-J

9. Enlarged Wilson catalog cards
Sturgis, Mich., Sturgis Library Products
Undated
32 enlarged examples of author, title, subject, and shelf list cards
(various sets available)
Grades 3-

10. How to find a book in the library
Scholastic Book Service. Poster

11. How to study
Jam Handy Scott Educational Filmstrips FS
6 filmstrips 1972(?)
Audio-disc; audio-cassette
Grades 6-8

Includes: Homework; research papers; oral reports; taking notes; study habits; examinations.

12. How to use a library
Moreland-Latchford; FS House FS
United Learning
1974
Grades 4-12

Know your library
The card catalog
Reference materials
AV materials

13. How to use the dictionary and other resources
International Teaching Tapes; AC
Learning Resources Co.

10 cassettes 1975

RESOURCES

OTHER (continued)

14.	How to use the library International Teaching Tapes 10 audio-cassettes Grades 4-6	AC
15.	Ideal library skills charts Ideal School Supply 1967 18 charts Grades 2-6	Charts
16.	Individualized reading, Books 1-3 Hayes 1. Book 1 - Primary, c.1974 2. Book 2 - Intermediate 3. Book 3 - Upper	Duplicating Masters
17.	Learning the library: a skills and concepts series Let's go library Open Sesame: the card catalog Getting around in the media center: decimal classification Let's look it up: reference tools educational activities 1975 Grades 3-6	FS
18.	Learning the parts of a book Universal Education and Visual Arts 1974 Grades 2-9	FL
19.	The library Coleman Film Enterprises, Inc. (RMI Film Productions, Kansas City, Mo.) 1969 Jr-Sr. High	FS
20.	Library and reference skills series Creative Tapes, Division of GAMCO Industries 1973(?) The haunted library Flip the flea Facts are where you find them The kingdom of disorganization	Tapes or Cassettes
21.	The library from a to z Coordinated Library Information Programs Color (Box 1437, Madison, WI 53701) 1975	Poster
22.	Library media center (Series) ACI Films, Inc. 1974 5 filmstrips Grades 6-9	FS

OTHER (continued)

23. The library: our learning resource center
    McGraw-Hill — FS
    12 filmstrips sound/color
    1975
    Set I
      What is a library?
      The card catalog
      The Dewey Decimal System
      Biography
    Set II
      Gazetteers and atlases
      Almanacs and yearbooks
      The dictionary
      Encyclopedias
    Set III
      Audiovisual materials and equipment
      How to use and care for learning resources
      Periodical indexes
      Doing research
    P-E

24. Library services (Series)
    Eye-Gate House — FS
    1963

25. The library skill box
    Troll Associates — Kit
    10 cassettes, 50 duplicating masters
    1974(?)
    E

26. Library skills (Series)
    Media Masters — Trans.
    6 transparencies
    1972(?)
    Grades 8-Ad.

27. Library skills for primary grades
    Milliken Publishing Co. — Trans./
    12 transparencies, 28 dup. masters, guide. — Dupl.Masters

28. Look it up: how to get information (Series)
    Troll Assoc. — FS
    1973
    Grades 4-6
    How to use dictionaries
    How to use atlases and almanacs
    How to use encyclopedias
    How to use the card catalog

29. Multimedia center
    Library Filmstrip Center — FS
    1974 1 filmstrip (sound)
    Grades 9-College

RESOURCES

OTHER (continued)

30. Quickwick: your library guide (Series)
Spoken Arts FS
1973 5 filmstrips (sound)
Grades K-3

31. Readers' guide ready reference
Library Filmstrip Center FS
1974 1 sound filmstrip
Grades 7-Adult

32. The readers' guide to periodical literature (Revised)
Library Filmstrip Center FS
1 filmstrip (sound)
Grades 10-College

33. Reference and study skills (Series)
Milliken Publishing Co. Kit
3 kits
Basic library skills
Basic dictionary skills
Reference tools
E

34. The reference collection
Library Filmstrip Center FS
1974 1 sound filmstrip 17 mins.
Grades 9-College

35. References, periodicals, pamphlets
1 sound filmstrip FS
1972(?)
Media Masters

36. The resource center
National Film Board of Canada Slides
Donars Productions
1974 80 color slides
Grade: Adult

37. Stepping stones to the library
Fordham Kit
Multimedia kit: 36 spirit dup.masters of games and puzzles
1972(?)
Grades K-3

38. Study skills for information retrieval
Barnes, Donald Workbook
Books I-IV (Gr. 4-6)
Allyn, 1974

39. Universal using the library
Merrill Workbook
Spirit duplicator book incl. teachers' answer key.
Grades 4-8

RESOURCES

OTHER (continued)

40. Using the elementary school library (Series)
SVE — FS
1969
Grades 4-8

41. Using the library effectively (Series)
Creative Visuals — Trans.
1972(?)
Grades 1-3

42. Using the library skill text
Merrill, 1960 paper — Workbook
Grades 4-8

43. Using today's library
Eye-Gate House — FS
1975
Grades 7-12
What is your library?
Browsing for books
The reference library: finding facts
The catalog: key to the library
Periodicals and how to use them
Using media

44. Using your library
F.A. Owen, Instructor Publications — Poster
1974 20 posters
Grades 3-6

45. Your Library: how to use it (Series)
Moreland-Latchford: United Learning — FS
1974
Grades 4-6
Discovering your library
Where do we go from here?
Using audio-visual materials
Doing a project
How do you share your library?

46. Your library resources and how to use the Readers' Guide
H. W. Wilson Co. — Kit
1 filmstrip, 4 cassettes, 29 transparencies
1973
Grades 6-12

ADDITIONAL RESOURCES AT
TECHNICAL ASSISTANCE CENTER
MEDIA SERVICES AND PRODUCTION SECTION
MULTIMEDIA SERVICES BRANCH
OFFICE OF INSTRUCTIONAL SERVICES

I. Resources That May be Reproduced on a Self-Help Basis

(See TAC Materials Holdings List, Revised December, 1975 for information on procedures.)

Call No. and Subject	Title	Media Description	Recommended Level	Annotation
808 L LITERATURE	Library Street	Multimedia kit	Elementary	Provides a make-believe tour for children through a street of books: The Red Book, The Little Tin Soldier, Joji and the Dragon, Treasure Island and others.
371.3078 L LIBRARY SKILLS	Locate Author Card	Multimedia kit	Elementary	Aids students in learning skill in locating a specific author card in the catalog before actually working in a Library.
371.3078 L LIBRARY SKILLS	Locating Books on the Shelf	Multimedia kit	Elementary	Provides student with instructions in locating book in the library by using the Dewey classification.
021.2 M	Media: Resources for Discovery	Multimedia kit	Inter./Adult	
021.2 M	Media Technology: Making the Most of It.	Multimedia kit	Elem./Sec.	
371.3078 T LIBRARY SKILLS	Types of Catalog Cards	Multimedia kit	Elementary	Assists students in recognizing the 3 types of catalog cards and their use.
025.43 E LIBRARY SKILLS	Explanation of Dewey Decimal	Study prints	Elem./Sec.	Consists of cartoons explaining the various classes in the Dewey System.

I. Resources That May be Reproduced on a Self-Help Basis (continued)

Call No. and Subject	Title	Media Description	Recommended Level	Annotation
371.332 T IN-SERVICE	Teaching with a Film	Transparencies	Teacher Training	Consists of illustrations on how to use films (motion pictures) in teaching originally designed for SLIM.
019 C LIBRARY SCIENCE	The Card Catalog	Transparencies	Inter.	Provides visual illustrations on the use of the card catalog.
371.33 C AV Education	Children and Audio-Visual Equipment	Transparencies	Elementary	Provides cartoons designed to help children use AV equipment and software in the classroom.
025.43 D LIBRARY SCIENCE	The Dewey Decimal System (Poem)	Transparencies	Elem./Int.	Consists of cartoon drawings designed as visual explanation of the Dewey Decimal system and as a guide to locate books in library.
372.623 S	Storytelling Time	Transparencies	K-3	Encourages child to make up stories by providing a picture of a girl and a picture of a dog.

II. Commercial Media That May be Borrowed

Call No. and Subject	Title	Media Description	Recommended Level	Annotation
027.4 P	The Public Library	Filmloop (silent)	Elementary	
371.3352 T	Transparencies: Adding Color	Filmloop (silent)	Inter./Sec.	
371.3352 T	Transparencies: Making Overlays	Filmloop (silent)	Inter./Sec.	
371.3352 T	Transparencies: Mounting and Masking	Filmloop (silent)	Inter./Sec.	
301.16 M HISTORY	Mass Media: Their Role in a Democracy	Multimedia kit	Inter./Sec.	
020 C LIBRARY SCIENCE	The Classification and Arrangement of Books	Transparencies	Elem./Sec.	
026 C	The Card Catalogue and Visual Arts	Filmloop (silent)	3-8	
621.3893 C	Combination Uses of Audio Equipment, Part 1	Filmloop (silent)	Inter./Sec.	
621.3893 C	Combination Uses of Audio Equipment, Part 2	Filmloop (silent)	Inter./Sec.	
026 E	The Encyclopedia as a Reference Source	Filmloop (silent)	3-8	
371.33 L	Laminating Large Materials	Filmloop (silent)	Sec.	

Commercial Media That May be Borrowed (continued)

Call No. and Subject	Title	Media Description	Recommended Level	Annotation
621.389 52 M	Motion Picture Projection Practice, Part 1	Filmloop (silent)	6-A	
621.389 52 M	Motion Picture Projection Practice, Part II	Filmloop (silent)	6-A	
371.335 2 M	Mounting: a Two-Page Picture	Filmloop (silent)	Inter./Sec.	
371.335 2 M	Mounting: Overcoming Dry Mounting Problems	Filmloop (silent)	Inter./Sec.	
026 L	Learning the Parts of the Book	Filmloop (silent)	3-8	
371.335 L	Lettering for Projection	Filmloop (silent)	Inter./Sec.	
371.335 L	Lettering: Signmaker	Filmloop (silent)	Inter./Sec.	
371.335 L	Lettering: The Felt Pen (Applications)	Filmloop (silent)	Elementary	
371.335 L	Lettering: The Felt Pen (Basic Skills)	Filmloop (silent)	Elementary	
371.335 L	Lettering with Felt Pens	Filmloop (silent)	Inter./Sec.	
371.335 L	Lettering with Guides	Filmloop (silent)	Inter./Sec.	
371.335 L	Lettering: Wricoprint	Filmloop (silent)	Inter./Sec.	

I. Commercial Media That May be Borrowed (continued

Call No. and Subject	Title	Media Description	Recommended Level	Annotation
621.389 52 O	Overhead Projectors	Filmloop (silent)	6-A	
371.335 P	Permanent Rubber Cement Mounting	Filmloop (silent)	Inter./Sec.	
371.335 P	Poster Making	Filmloop (silent)	Elem./Sec.	
621.389 33 R	Record Player	Filmloop (silent)	6-A	
026 R	The Rules of the Library Media Center	Filmloop (silent)	3-8	
371.335 S	Simple Lettering Technique	Filmloop (silent)	Secondary	
621.389 52 S	16mm RCA 1600: Manual	Filmloop (silent)	Inter./Sec.	
621.389 52 S	16mm RCA 1600: Safe Threader	Filmloop (silent)	Inter./Sec.	
026 S	Studying in the Carrel	Filmloop (silent)	3-8	
621.389 52 T	Tape Recorder	Filmloop (silent)	6-A	
621.389 52 T	35mm Filmstrip Projector	Filmloop (silent)	6-A	
026 T	Tools to Use in Finding Out	Filmloop (silent)	Elem./Inter.	
371.335 2 T	Transparencies: Heat Process	Filmloop (silent)	Inter./Sec.	

Commercial Media That May be Borrowed (continued)

Call no. and Subject	Title	Media Description	Recommended Level	Annotation
371.335 2 T	Transparencies: Picture Transfer 1	Filmloop (silent)	Inter./Sec.	
371.335 2 T	Transparencies: Picture Transfer 2	Filmloop (silent)	Inter./Sec.	
371.335 T	Transparencies: Principle of Diazo Process	Filmloop (silent)	Inter./Sec.	
371.335 T	Transparencies: Spirit Duplicator	Filmloop (silent)	Inter./Sec.	
261.389 52 T	2 x 2 Kodak Carousel Projector	Filmloop (silent)	Inter./Sec.	
261.389 52 T	2" x 2" Slide Projectors	Filmloop (silent)	6-A	
026 U	Using Magazines, Periodicals, Newspapers, Microfilms	Filmloop (silent)	Inter./Sec.	
026 U	Using the Audio Equipment in the Library Media Center	Filmloop (silent	3-8	
026 U	Using the Filmstrip in the Media Center	Filmloop (silent)	3-8	
808.81 U Poetry	Understanding Poetry	Multimedia kit	Elem./Sec.	

II. Commercial Media That May be Borrowed (continued)

Call No. and Subject	Title	Media Description	Recommended Level	Annotation
371.333 3 B	Basic Tape Recorder	Slides	Sec./Adult	Points out and discusses the function of the main parts of a typical tape recorder.
371.335 22 F	Filmstrip Projection	Slides	Sec./Tchrs.	Demonstrates a variety of formats such as the manual, automatic, combination 2 x 2 slide, and sound filmstrip projectors.
741.67 G	Good Poster Design	Slides	Sec./Adult	Shows examples of different posters, use of color and three dimensional objects.
371.333 3 H	How Does a Record Player Work?	Slides	Sec./Adult	Points out the more important parts of the player and discusses their function.
371.335 2 H	How to Drymount a Picture	Slides	Sec./Adult	Reviews basic steps in drymounting a picture for display.
371.33 H	How to Dub from a Record Player onto an Audio Tape	Slides	Sec./Adult	Presents necessary connections between record player and tape recorder for quality dubbing.
371.335 H	How to Make a Diazo Transparency	Slides	Sec./Adult	Reviews basic steps in Diazo transparency production.
741.5 H	How to Make a Grid Drawing	Slides	Sec./Adult	Presents steps for the selection of cartoon for enlargement or reduction until finished drawing.
371.335 H	How to Make a Master for a Thermofax Transparency	Slides	Sec./Adult	Points out some of the most important factors to consider when preparing a Thermofax master.
371.335 2 H	How to Make a Picture Lift Transparency	Slides	Sec./Adult	Reviews basic steps in lifting a black and white or colored picture from a magazine page onto a piece of acetate for use as a transparency.

II. Commercial Media That May be Borrowed (continued)

Call No. and Subject	Title	Media Description	Recommended Level	Annotation
371.335 33 H	How to Make a Single-Concept Loop	Slides	Sec./Adult	Gives production tips as to subject selection, choice of shots, editing, and duplication problems.
371.335 H	How to Make Transparencies on a Thermofax Machine	Slides	Sec./Adult	Provides basic steps in making a transparency once the master has been prepared.
371.335 22 H	How to Prepare a 2 x 2 Slide Flat	Slides	Sec./Adult	Provides examples and pointers for preparing slide flats that are photographed to produce either square or rectangular format 2 x 2 slides for use in slide presentations.
371.335 O	Opaque Projector Utilization	Slides	Sec./Tchrs.	Shows twelve ways in which this very useful, but often little used, projector can be used in the classroom.
371.335 22 O	Operation of the Kodak Carousel and Ectographic Slide Projectors	Slides	Sec./Adult	Illustrates the basic parts of the projector and discusses their functions. Projection and trouble shooting tips are shown.
371.335 O	Overhead Projection Utilization	Slides	Sec./Tchrs.	Discusses many different and practical uses for the overhead projector other than simple transparencies.
371.335 23 P	Parts of a Typical 16mm Motion Projector	Slides	Sec./Adult	Shows the main parts of a 16mm motion picture projector and describes their functions.
371.335 8 P	Parts of a Typical Television Camera	Slides	Sec./Adult	Points out the more common components and discusses their functions.
371.335 8 P	Production Tips for CCTV Production	Slides	Sec./Adult	Discusses basic production tips related to bleed area, head room, eye line, selection of lenses, visuals, etc.

II. Commercial Media That May be Borrowed (continued

Call No. and Subject	Title	Media Description	Recommended Level	Annotation
371.335 P	Projection Tips	Slides	Sec./Adult	Illustrates how to correct keystoned image, poor lip sync, lint in film gate, garbled sound, poorly framed pictures, selection of proper focal length lens, etc.
371.335 22 S	Slides Without a Camera	Slides	Adult	Discusses twelve ways to make inexpensive and interesting slides without a camera by using many common audio-visual and graphic techniques.
371.335 23 T	Threading a Typical Manual 16mm Motion Projector	Slides	Sec./Adult	Discusses typical steps in threading any projector that does not load automatically.
745.6 T	Types of Lettering for Graphics	Slides	Sec./Adult	Discusses many lettering devices, stencils, rub-on and stick-on letters.
371.333 3 V	The Video Tape Recorder	Slides	Sec./Adult	Points out the main parts of the videotape recorder and discusses their function. Tape size formats are also pictured and discussed.
371.335 W	What is Instructional Technology?	Slides	Sec./Adult	Shows and briefly discusses 24 common non-print media that play an important part in the new technology.
020 U	Using Your Library	Trans-parencies	5-8	

III. Video Tapes (See TAC Video Tape Holdings List, Januaty 1976)

A. Cover to Cover series, Level I.

B. Cover to Cover series, Level II.

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    - Book I Using the card catalog, Gr. 4
    - Book II Using the Dewey Decimal, Gr. 5
    - Book III Using the reference materials, Gr. 6
    - Book IV Using the school library, Gr. 7

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FROM: ______________________________ SCHOOL

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STUDY SKILLS RELATED TO LIBRARY USE: A K-12 CURRICULUM GUIDE FOR TEACHERS AND LIBRARIANS.

Send comments at any time on a voluntary basis to:

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and Federal Program Unit
Multimedia Services Branch
Off. of Instructional Serv.
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We welcome continued contributions from you:
- (a) Lessons or activities that you have found successful. (Attach samples)
- (b) Comments on problems encountered in working with the Guide.
- (c) Other concerns related to the Guide.

(Please duplicate this form as necessary or use your own paper to communicate with us as often as you wish.)

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